



THE UNIVERSITY *of*  
NEW MEXICO

COLLEGE *of* EDUCATION

# **College of Education**

## **Policies and Procedures**

**May 2008**

Only the most recent policy is provided if it superseded the prior policy or if it amended the prior policy.

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POLICIES AND PROCEDURES MANUAL**

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# **COLLEGE OF EDUCATION POLICIES AND PROCEDURES MANUAL**

## **INTRODUCTION**

This **College of Education Policy and Procedures Manual** provides a systematic collection of the Colleges policies and procedures, based on the most current information available from minutes of faculty meetings and other documents. As policies and procedures change over the years, the Manual will also change. As new policies are passed and new procedures are implemented, the revisions will be added to the Manual, so that an updated version will always be available.

Normally, policies are approved by the faculty and procedures for carrying out the policies are designed and implemented by the administration and the faculty working together. Suggestions for improving policies should be directed to the appropriate College committee (see section on Committees), which will recommend revisions to the College faculty. Suggestions for revising and improving procedures may be made to the appropriate administrator. Until policies have been formally revised, the policies in the Manual are those that will govern the College.

**SECTION A  
BUILDINGS AND ROOMS**

**GUIDELINES AND PROCEDURES FOR HONORING AN INDIVIDUAL  
THROUGH THE NAMING OF A CERTAIN STRUCTURE OR ROOM IN THE  
COLLEGE OF EDUCATION THE UNIVERSITY OF NEW MEXICO**

**PURPOSE:** To recognize exceptionally distinguished and long-term service to The University of New Mexico and specifically to the College of Education.

**GUIDELINES:**

1. The nominee must have served The University of New Mexico and the College of Education for a minimum of 15 years.
2. The nominee must have made significant contribution(s) in teaching, research, administration, professional organizations, civic and service organizations, publications, and the like. These contributions must be fully documented by colleagues, students, and others.
3. A period of two years shall elapse between the time of the nomination and the final vote of the faculty on the nomination.
4. In unusual circumstances, exceptions to 1 and 3 above may be made subject to approval by the faculty of the College of Education.

**PROCEDURES:**

1. Nominations shall be made to the Dean, College of Education, The University of New Mexico.
2. Supporting documentation shall accompany the nomination and/or shall be gathered by the Dean or his/her designated representative(s).
3. The Dean shall make a recommendation to the Faculty Committee of the College of Education. He/She shall also secure concurrence in the nomination, informally, from appropriate central administration.
4. The Faculty Committee shall make its recommendation to the College of Education Faculty.
5. The College of Education Faculty shall vote on the nomination.
6. The nomination shall be forwarded to the appropriate group for final approval:
  - A. The naming of rooms and areas requires the approval of central administration.
  - B. The naming of buildings and freestanding structures requires the approval of the Board of Regents.

Approved 11/2/76

**SECTION A  
BUILDINGS AND ROOMS**

**PRIORITIES FOR ALLOCATION OF OFFICE SPACE RECOMMENDED  
BY THE SPACE COMMITTEE**

- I. Regular faculty and staff needed to carry out the teaching mission of the University
  1. Deans and department chairs
  2. Regular tenured and tenure-track faculty
    - a. keep faculty in proximity to their program and department
    - b. consider rank and years of service where appropriate
  3. Academic support staff, including advisors
  4. Temporary and visiting faculty
  
- II. Part-time faculty and full-time project staff
  1. Part-time faculty and GAs/TAs/RAs/PAs should share space.
  2. Full-time project staff
    - a. priority given on basis of amount of award and duration of funding
    - b. possible consideration to the amount of time the space is needed
    - c. generally, space will be shared
  
- III. Journal editorships and other positions assisting individual faculty with unfunded projects and work.
  
- IV. As available, space should go to:
  1. Emeritus Faculty
    - a. space may need to be shared
    - b. if space is not used, it may be reassigned
  2. Library/Lounge for GA/TA/RA/Faculty
  3. Storage for university faculty, staff, and projects
  4. Associations which are not part of UNM—New Mexico Principals Association, etc.

Note: Centers are not included in this list.

The committee needs further information before suggesting priorities. This includes:

1. Do they generate outside funds?
2. Do they generate student credit hours?
3. What is their importance to the educational community?
4. What support do they provide to and receive from the College?

If offices are infrequently used, consideration should be given to sharing office space or moving to less popular locations, such as the COE basement, the SSC basement, or Johnson Center.

Revised: Editorial Changes Only 1/9/03

**SECTION A  
BUILDINGS AND ROOMS**

**GUIDELINES FOR USE OF THE SIMPSON ROOM**

The Simpson Room is to be used for College functions that require a large room with comfortable seating. Priority will be given to such events as talks, receptions, faculty meetings, large committee meetings, conferences, poster sessions, and other functions that utilize the space. In general, requests for the use of the Simpson Room at times outside the normal 8-5 hours will be discouraged, and people who use the room at other hours must make special arrangements with the Campus Police and abide by the written guidelines available from the Simpson Hall staff. It is the responsibility of the person who reserves the room to ensure that the room is cleaned after the event and that the tables and chairs are restored to their original positions.

The Simpson Room is scheduled through Trish Stevens in Simpson Hall, 277-4535 or 277-4536.

In no case will classes be scheduled to meet regularly in the Simpson Room.

Revised: Editorial Changes Only – 1/9/03

**SECTION B  
COMMITTEES**

**COLLEGE COMMITTEE STRUCTURE**

Rescind appropriate previously adopted College policies on Faculty Committees (Faculty Policy Committee, Undergraduate Curriculum Committee, Graduate Curriculum Committee, Manzanita Committee, Tireman Library Committee, Multicultural Education Committee) and adopt a new committee structure:

Faculty Committee  
Graduate Committee  
Undergraduate Committee

Each committee having nine elected faculty members, with the Dean or the Deans designate as ex officio member. The Overhead Fund Allocations Committee and the Administrative Council will continue as previously adopted.

Adopted 4/26/94

## **SECTION B COMMITTEES**

### **SIZE, TERM, RECOGNITION OF SERVICE**

#### **Size**

The three elected committees (Faculty Committee, Graduate Committee, and Undergraduate Committee) shall consist of nine members each, elected at-large from the College voting faculty.

#### **Term of Appointment**

Members of the Faculty Committee, Graduate Committee and Undergraduate Committee should have three year terms of appointment. Election should be on a staggered basis.

#### **Recognition for Committee Service**

There should be some released workload time for chairs of the Faculty Committee, Graduate Committee and Undergraduate Committee. These chairs should be permitted to teach one less course for the Academic Year. Other avenues and alternatives of recognition for committee service within these three committees are being explored and solicited.

Approved 4/20/76; Amended 4/26/94

**SECTION B  
COMMITTEES**

**UNIVERSITY COMMITTEES MEMBERSHIP**

Only those College of Education faculty with University voting privileges shall be allowed to represent the College on University Committees. (Refer to p. 20, Faculty Handbook, for University voting criteria.)

Approved 11/4/75

**SECTION B  
COMMITTEES**

**REPLACEMENT OF COMMITTEE MEMBERS**

In the event of a membership vacancy on a faculty committee, the Faculty Committee shall appoint the faculty member who received the next highest number of votes from the last election who is willing to serve.

Adopted 9/27/77; Amended 10/22/85; 4/23/96

**SECTION B  
COMMITTEES**

**ATTENDANCE AT COMMITTEE MEETINGS**

Undergraduate and Graduate students, as well as other interested parties, may attend all College of Education faculty and standing committee meetings, as defined by the College of Education Committee Handbook. Non-members may not participate in meetings unless this is agreed to in advance by the chair.

Approved 12/6/66; Amended 4/23/96

## **SECTION B COMMITTEES**

### **FACULTY SENATE COMMITTEE**

1. On the final Friday of January, nominating ballots will be sent to each member of the College of Education Faculty with university voting rights. A list of college of Education faculty with university voting rights, separated into senior faculty (associate and full professor) and junior faculty (instructors and assistant professors), will be sent with the ballot. Also, instructions for nominating will be sent with this material. The faculty will have one (1) week from the date of the memo requesting nominations to return nominations to the Dean's office.
2. Committee shall meet with the assistant to the Dean to validate and tabulate the nominating ballots. At the meeting a preferential voting ballot and instructions will be approved by the two Faculty Committee members, and the ballots and instructions shall be mailed to the voting faculty in a double envelope procedure to insure confidentiality and validity on the Friday following the closing of nominations. The faculty shall have one (1) week from the date of mailing of the ballot by the assistant to the Dean to return the ballot.
3. The assistant to the Dean will keep the ballots returned unopened. During the week after the close of voting, at least two (2) members of the Faculty Committee shall meet with the assistant to the Dean, open, validate, and count the ballots. The Faculty Committee members shall certify the results of the election to the Dean, who will then certify the results to the University Secretary and report the results to the College of Education faculty.
4. Following is the time frame for accomplishing the Senate election annually in the Spring Semester:
  - Week I ---- Mail nominating information to voting faculty in the COE
  - Week II ---- Receive nominations
  - Week III --- Prepare and mail ballots
  - Week IV --- Receive ballots
  - Week V ---- Validate, count, certify and report results
5. Filling Vacancies During a Term of Office:

If a Senator is not able to perform his/her duties as a Senator for a semester or less, the faculty member receiving the next highest vote in a professional category (senior/junior) who is available and willing to serve will be reported as a replacement for that period of absence--one semester or less. If a Senator is not able his/her duties as Senator for more than one semester, a special election will be held in the College to fill the entire unexpired term of the Senator following the same general procedure as indicated.

**SECTION B  
COMMITTEES**

**ADMINISTRATIVE COUNCIL**

**1. MEMBERSHIP**

The Dean's Council shall consist of all department chairs and deans of the College of Education plus representatives of the Faculty Committee, Graduate Committee, Undergraduate Committee, and Staff Council. The dean of the College of Education serves as chair of the Council.

COE Dean	1
COE Associate Deans	3
Department Chairs	6
Committee Representatives	3
Staff Representative	1
<b>Total</b>	<b>14</b>

**2. SELECTION PROCEDURES**

All persons serve by virtue of their positions.

**3. RESPONSIBILITIES**

The Council consists of the Department Chairs, Associate Deans, and Faculty representation from the graduate, undergraduate, and faculty committees (preferably Chairs), and a staff member representing the staff in the College. The entire Administrative Council represents the College on administrative matters and functions as a decision-making body as related to administrative issues.

**SECTION B  
COMMITTEES**

**GRADUATE COMMITTEE**

**COMMITTEE ROLE**

The Graduate Committee:

- (1) supervises and coordinates graduate activity,
- (2) maintains University policies regarding graduate affairs,
- (3) recommends to the College of Education (COE) faculty any appropriate supplementary policies for COE graduate education, and
- (4) recommends to the Senate Graduate Committee (SGC) any revision in University policy deemed necessary.

In carrying out its activities, the Committee will call attention to issues of diversity, equity, and social justice; the "educational needs" of New Mexico should be a primary consideration.

**MEMBERSHIP**

The Graduate Committee shall consist of voting members and ex-officio members. The voting membership consists of one faculty member elected within each department of the COE and additional faculty members from the COE at-large for a total of nine (9). Ex-officio, nonvoting members are the Dean of the COE or the Dean's designate, the Dean of the Office of Graduate Studies (OGS) or the Dean's designate, and one (1) graduate student member named by the COE Graduate and Professional Student's Association (COE GPSA).

<b>College of Education faculty</b>	<b>9</b>
<b>Graduate student from the COE GPSA's, ex-officio, nonvoting</b>	<b>1</b>
<b>Dean of the College of Education or the Dean's designate, ex-officio, nonvoting</b>	<b>1</b>
<b>Dean of Graduate Studies or the Dean's designate, ex-officio, nonvoting</b>	<b>1</b>
<b>Total</b>	<b>12</b>

**SELECTION PROCEDURES**

Each department of the College will elect one member. At-large members will be elected by the College faculty. COE GPSA will name one graduate student member. Elections and/or naming will take place each Spring during the fourth week of Spring Academic

## **SECTION B COMMITTEES**

### **GRADUATE COMMITTEE (cont'd.)**

Semester. The Graduate Committee annually elects its chair (typically a tenured member of the committee). The Graduate Committee selects one member from the committee to serve as a representative on the University Senate Graduate Committee.

#### **TERM OF MEMBERSHIP**

The voting members are elected for three year terms, with approximately one-third of the members elected each year. The graduate student will be named for a one-year term. Membership may be renewable.

#### **REPLACEMENT**

If a voting member is not able to serve for a semester or less, the Faculty Committee will refer back to the faculty member receiving the next highest vote in the Department's last election or in the College's last at-large election

If a voting member is not able to serve for more than one semester, the Faculty Committee will arrange for an election to be held in the Department or in the College at-large, whichever is appropriate, to fill the entire unexpired term of the voting member following the Selection Procedures.

#### **RESPONSIBILITIES** *(COE Faculty Graduate Governance Plan, revision approved 2/2001)*

Final action at the College level is reserved to the COE faculty, after review and recommendation of the Faculty Graduate Committee, and the Faculty Governance Committee where appropriate, on the following:

- Endorses graduate courses and programs at the graduate level. This includes new programs, courses, and major revisions of existing programs or degree requirements.
- Approves regular full-time graduate faculty for courses receiving graduate credit.
- Endorses standards for appointment of graduate, teaching, research and project assistants.

**SECTION B  
COMMITTEES**

**GRADUATE COMMITTEE (cont'd.)**

**RESPONSIBILITIES (cont'd.):**

- Monitors the evaluation of all graduate program processes including: linguistic and cultural diversity, student admissions, graduate curriculum, student committees, theses and dissertations.
- Reviews problems regarding dissertation progress which cannot be resolved by the graduate program and which may be referred to the Committee for resolution.
- Monitors evaluation of graduate units in the COE and participates in academic planning and revision which ensues as a result of such evaluations.
- Takes the initiative in studying the quality of particular aspects of graduate operations in the COE and supervises the implementation of the policies and procedures generated by such studies.

Revised 9/2/04

**SECTION B  
COMMITTEES**

**UNDERGRADUATE COMMITTEE**

**MEMBERSHIP**

The Undergraduate Committee shall be composed of up to ten (10) members, nine (9) elected from the College of Education, and the Associate Dean for Undergraduate Studies and Community Outreach (ex-officio, nonvoting).

**COMPOSITION**

<b>Elected COE Voting Faculty Members</b>	<b>9</b>
<b>Associate Dean for Undergraduate Studies and Community Outreach (Ex-officio, nonvoting)</b>	<b>1</b>
<b>Total</b>	<b>10</b>

**SELECTION PROCEDURES**

The faculty members from the COE are elected by the faculty. The Associate Dean serves by virtue of position. The chair shall be a member of the College of Education faculty and elected by the voting members of the Committee at its final meeting of the academic year.

**TERM OF MEMBERSHIP**

Voting members are elected for three-year staggered terms; membership may be renewable. The ex-officio member serves by virtue of position.

**REPLACEMENT**

For periods of one (1) semester or less, the Undergraduate Committee shall appoint the faculty member who received the next highest vote from the last election, and who is willing to serve. In the event that a member is replaced for longer than one (1) semester, a special election shall be held.

**RESPONSIBILITIES**

- Receive from department, requests for additions, deletions and changes in undergraduate courses and programs in the College. Make recommendations for action to the COE faculty after studying these requests.

## **SECTION B COMMITTEES**

### **UNDERGRADUATE COMMITTEE (cont'd.)**

#### **RESPONSIBILITIES (cont'd.)**

- When requested, review current undergraduate programs offered in the COE, and make recommendations to the faculty.
- Review, evaluate and make recommendations to the College of Education faculty and the Dean, policies related to undergraduate education that are consistent with the mission of the College of Education and its responsiveness to cultural and linguistic diversity.
- Keep written minutes of the Undergraduate Committee meetings and forward copies to all COE faculty and administrators.
- Periodically sponsor meetings for the College, to encourage and stimulate interaction over issues relevant to undergraduate education.
- Maintain communication with the College, Associate Dean for Undergraduate Studies and Community Outreach, department chairs, faculty and other stakeholders in the community.
- Review and recommend policies to the COE Faculty and the Dean regarding undergraduate student services in the College of Education. Such policies may have to do with outreach, recruitment, admissions, retention, advisement, student database, follow-up of graduates, and other matters relating to student services in the College.
- Assist as needed with the process for communication with other colleges focusing on issues of undergraduate education relevant to students and faculty in the College of Education.
- Work with the Associate Dean for Undergraduate Studies and Community Outreach to be informed about and advocate for undergraduate education issues and to promote quality student life.

**SECTION B  
COMMITTEES**

**FACULTY GOVERNANCE COMMITTEE**

**1.0 PREAMBLE**

Governance is a process, not a structure, not a philosophy; and it is not administration. Governance involves the formation of policy; and so it is different from administration, which focuses on policy implementation. Governance is a process in higher education by which decisions that affect faculty roles are determined. Faculty have the primary responsibility for such areas as curriculum, subject matter, methods of instruction, faculty status, admission of students, and other issues related to the education process. In addition, faculty are expected to participate in the determination of policies and procedures that directly affect faculty, such as budget and ethics.

**2.0 COMMITTEE ROLE**

2.1 The Faculty Governance Committee advocates for the Faculty and acts as a liaison between the Faculty and the Dean.

**3.0 MEMBERSHIP**

3.1 The Faculty Governance Committee shall consist of nine (9) voting members. The Dean of the College of Education serves as the ex-officio, non-voting member of this Committee.

COE Voting Faculty Members	9
COE Dean (ex-officio), nonvoting	<u>1</u>
	10

**4.0 SELECTION PROCEDURES**

4.1 All voting members of the COE faculty, except deans and department chairs, are eligible to be nominated for this Committee. The committee members are selected by the voting faculty using a preferential secret ballot. The chair of the committee shall be elected by the voting members of the committee annually.

**5.0 TERMS OF MEMBERSHIP**

Voting members are elected for three-year staggered terms (3-3-3); membership may be renewable. The ex-officio member serves by virtue of position.

**SECTION B  
COMMITTEES**

**FACULTY GOVERNANCE COMMITTEE  
(continued)**

**6.0 REPLACEMENT**

- 6.1 If a committee member is not able to serve for up to one semester, the person receiving the next highest votes in the last election and who is available and willing to serve will be appointed as a replacement for that period of absence.
- 6.2 If a committee member is not able to serve for more than one semester, a special election will be held in the College to fill the entire unexpired term of the committee member following the general election procedure.

**7.0 RESPONSIBILITIES**

- 7.1 As an elected body that represents the faculty of the College of Education, the Committee deliberates on concerns related to governance, as specified in the preamble.

The Committee shall:

- 7.2 Gather input and review information, either in full or by appointing an ad hoc committee.
  - 7.2.1 The Faculty Governance Committee establishes the tasks to be accomplished, selects members and reviews reports and recommendations from ad hoc committees.
- 7.3 Make recommendations to the Dean and/or the Faculty for action.
- 7.4 Interact with and serve as a liaison to other College committees by:
  - 7.4.1 Referring matters of policy, procedures and governance to appropriate college committees that have jurisdiction over such matters;
  - 7.4.2 Developing and maintaining effective working relationships with standing committees of the college.
  - 7.4.3 Reviewing reports and recommendations of other college committees if governance or faculty policy implications are involved and providing feedback prior to submission to the COE faculty.

**SECTION B  
COMMITTEES**

**FACULTY GOVERNANCE COMMITTEE  
(continued)**

**7.0 RESPONSIBILITIES (continued)**

- 7.5 Participate with the College administration and department chairs in setting budget priorities and in developing and reviewing annual budget requests, fiscal policies, and the allocation of resources.
- 7.6 Ensure that annual reviews of the college's administration, including department chairs, associate deans, and the Dean, are implemented with input from the Faculty.
- 7.7 Represent COE faculty interests outside of the COE.
- 7.8 Designate temporary acting appointments to fill college-wide committee vacancies until such times as standard procedures can be used to reconstitute the membership.
- 7.9 Provide input to the agenda for COE faculty meetings.
- 7.10 Communicate to the faculty regarding the work and actions of the committee, including regular distribution of meeting minutes.

Pages CH 6-7 "Policies & Procedures Manual College of Education"  
Revised: April 27, 1999, October 12, 2000, April 18, 2003

## **SECTION B COMMITTEES**

### **SABBATICAL COMMITTEE**

#### **MEMBERSHIP**

The number of members is not stipulated; however, the Committee will consist of voting members of the faculty who are in the senior ranks. In the Spring of 1998 after the completion of work by the committee members serving a pilot year, size and distribution of the committee will be determined.

**Pilot year -- COE Faculty Members from senior ranks 3**

#### **SELECTION PROCESS**

The Dean appoints the members who will select a chair and designates the Associate Dean of Graduate Studies and Faculty Development to facilitate the work of the committee.

#### **RESPONSIBILITIES**

This is an advisory committee which reviews sabbatical requests and make recommendations to the Dean. The Committee works closely with the Professional/Faculty Development efforts of the College.

## **SECTION B COMMITTEES**

### **OVERHEAD FUNDS ALLOCATION COMMITTEE**

#### **MEMBERSHIP**

The Overhead Funds Allocation Committee shall consist of six (6) voting faculty members of the College of Education and the Dean or his/her designee who serves as an ex-officio, nonvoting member of the Committee.

#### **SELECTION PROCEDURE**

Faculty members are nominated and elected by the COE voting faculty using a preferential secret ballot. Only one (1) member from any COE department can serve on the Committee at a given time. The chair of the Committee shall be elected by members of the Committee at the final meeting of the calendar year.

#### **TERM OF MEMBERSHIP**

Members are elected in the spring for staggered three-year (2-2-2) terms; membership may be renewable. The term of membership begins during the fall semester each year. The ex-officio member serves by virtue of position.

#### **REPLACEMENT**

The Faculty Committee shall appoint the faculty member who received the next highest votes from the last OFAC election, who is willing to serve.

#### **RESPONSIBILITIES**

- Receive and consider any suggestions on policy matters related to overhead return funds.
- Meet at least once each quarter (3-month period) to review the expenditures of overhead funds and to recommend to the Dean priorities in spending overhead return funds which the Committee deems desirable based upon previous allocation and consistent with the "Policy Statement on Utilization of Earned Overhead Return Funds" passed by the COE faculty on February 27, 1979.
- Recommend overhead allocation policy changes to the Faculty Committee.
- Make an annual report to the COE faculty at the April meeting reviewing the expenditures of overhead funds.
- Keep written minutes of all Committee meetings and forward copies on a regular and timely basis to at least the members of the Committee, the Dean, and the chair of the Faculty Committee.

**SECTION C  
CURRICULUM**

**EDUC PREFIX**

Approval of the EDUC prefix for topics courses (293, 493, 593) as an additional option to, not as a substitute for, existing program prefixes. The procedure will be as follows:

1. The EDUC prefix is not program specific; it may be used when a course spans at least two programs (it may or may not span more than one division); and,
2. The proposed EDUC prefix topics courses will be sent to the COE Undergraduate and/or Graduate Committee(s) for review/recommendation.

NOTE: This departs from current practice. Topics courses are not now reviewed by College committee.

Approved 10/26/93

## **SECTION C CURRICULUM**

### **CRITERIA FOR COLLEGE OF EDUCATION PROGRAM REVIEW, REVISION, AND NEW PROGRAM PROPOSALS**

The following list of criteria for describing programs and providing indicators of quality will be used by the College of Education to present programs for review and revision as well as to prepare new program proposals:

**1. Comprehensive Program Descriptors should include:**

- a a program mission statement
- b. a program theoretical statement
- c a statement of program goals
- d program degree offerings
- e program(s) of study
- f a list of program course offerings
- g. procedures and policies for admission, advancement, and completion of requirements
- h program faculty membership and staffing plan
- i program collaborations(s) with other programs
- j program resource needs and College impacts fiscal, facility, materials, and faculty considerations (a three to five year plan)

**2. Indicators of Program Quality should include:**

- a. Indicators of overall quality
  - (1) indicators of the quality of teaching and advising in the program
  - (2) indicators of educational leadership on the part of the program
  - (3) indicators of program service to state and region
  - (4) indicators of program responsiveness to diversity
  - (5) indicators of graduates successes
  - (6) indicators of faculty and graduates contributions to the field
  - (7) indicators of faculty inquiry used to inform the program and the profession
  - (8) indicators of program provisions for change in response to societal changes and needs
  - (9) indicators of program and course cohesiveness
  - (10) indicators of appropriate ratio of faculty to students at all program levels

See attached sheet Guidelines for Comprehensive Program Descriptors, for definitions of listed categories. C-2

**SECTION C  
CURRICULUM**

**CRITERIA FOR COLLEGE OF EDUCATION PROGRAM REVIEW,  
REVISION, AND NEW PROGRAM PROPOSALS (con't.)**

- 2. Indicators of Program Quality should include (continued):**
  - b. Indicators of Program Distinctiveness
    - (1) indicators of programs uniqueness (is the program the only or one of a relatively few instances of a program for which there is both need and demand?)
    - (2) indicators of programs forward-looking stance and design
    - (3) indicators of programs effective use of technology
    - (4) indicators of programs relationship to the context of New Mexico
  - c. Indicators of Programs Centrality to the University and College
    - (1) indicators of relatedness of program to University's mission
    - (2) indicators of relatedness of program to College of Educations Plan of Action
    - (3) indicators of programs service and collaboration with constituent groups
  - d. Indicators of Assessment of Program Quality and Student Learning
    - (1) indicators of existing and/or projected patterns of student recruitment, application, enrollment, and graduation
    - (2) indicators of existing and/or projected measures of student achievement of program goals
    - (3) indicators of individual faculty record of creation and dissemination of knowledge and creative works
- 3. Indicators of Fiscal Planning and Appropriateness of Resources**
  - a. indicators of sufficient faculty availability and financial support
  - b. indicators of appropriate distribution/redistribution and/or utilization of resources
  - c. indicators of appropriate planning for obtaining and maintaining necessary resources
- 4. Other indicators appropriate to presentation of individual program (i.e. national and international impact, scholarly contributions, programs recognition and awards, and intersections with professional organizations and societies).**

## SECTION C CURRICULUM

### GUIDELINES FOR COMPREHENSIVE PROGRAM DESCRIPTORS

**Program mission statement:**

A statement that defines the purposes of the program and is consistent with the College Mission Statement and the College of Education Plan of Action.

**Program theoretical statement:**

A statement concerning what holds the program together and makes it a unique, innovative venture.

**Program degree offerings:**

A description of degrees, certifications, validations, endorsements, in-service activities, and contract courses/workshops which provide a description/rationale/anticipated client statement for each. Client statements should include information on history and future market/job demands.

**Program course offerings:**

- a. List all courses, using current course numbers and titles, revised titles of existing courses, and titles of proposed new courses by degree, certification, validation, endorsements, in-service activities, and contract courses/workshops.
- b. For each proposed degree certification, validation, endorsement, in-service activity, and contract course/workshop listed, list all courses or course options that are required and taught by other program areas in Education or other Colleges.

**Program faculty membership and staffing plan:**

- a. List all faculty members who are affiliated with this program and their percentage of affiliation. For those not affiliated full time, designate the promotion and tenure-initiating unit. Do not include adjunct faculty, instructors, or TAs.
- b. List adjunct and visiting faculty, instructors, and TAs. Describe their role/contribution to the program.
- c. Present a detailed faculty-staffing plan for all course offerings. Each course offered by the program should have instructor(s) listed for it or be listed as "not yet staffed". Make sure faculty members have committed to teach the classes in this plan. Identify and differentiate among regular faculty, adjuncts, temporaries, instructors, and TA
- d. Future faculty needs for proposed programs should be summarized. If proposed courses or roles are not covered by current faculty, adjuncts, TAs or instructors, list the courses and kind of faculty needed.

**SECTION C  
CURRICULUM**

**GUIDELINES FOR COMPREHENSIVE PROGRAM DESCRIPTORS (cont'd.)**

**Program faculty membership and staffing plan (cont'd.):**

- e. List all proposed service courses needed from other program areas. Be specific list course numbers, titles, and program areas/other Colleges from which each course is needed, content needed, and approximate number of students receiving the course per offering.
- f. List all service courses that will be offered to others. Be specific list course numbers, titles, names of other programs that need it, times of offering, and approximate number of students per offering requiring the course.

A signature page Each faculty member affiliated with the program should sign a signature page which states at the top: "I have read the proposal draft and agree to affiliate with this program area in all ways indicated in this document". The signature page should be included at the end of the program documentation.

Adopted 4/17/95

**SECTION C  
CURRICULUM**

**PROFESSIONAL DEVELOPMENT CREDITS POLICY**

1. In addition to Lower Division, Upper Division, and Graduate courses, the College of Education shall offer "Professional Development courses for University credit. Professional Development credits are offered for professional study experiences which are designed to support the improvement of professional practice in schools. Professional Development credits may be counted toward the training and experience (TE) index and a specialized educational endorsement. Professional Development credits while offered at the graduate level, may not be used in graduate degree programs.
2. All Professional Development credit courses and instructors shall be approved in advance by a Professional Development Council. When the council determines it does not have the expertise, it will seek input from appropriate sources. The Council will include equal representation from the College faculty and the schools. College membership includes one faculty member from each division so that all divisions have a representative on the Council.
3. Professional Development courses may be offered by College of Education faculty members as part of their regular teaching loads in consultation with their program and Division, or by qualified professional from the field. Criteria and procedures for instructor approval shall be developed by the Council.
4. In order to assure that Professional Development courses qualify for CHE formula funding, they shall meet CHE standards for the award of credit.
5. The Office of the Dean is to provide appropriate staff support for the Council and for administration and evaluation of Professional Development courses.
6. Professional Development credits shall be authorized for the period July 1997 through June 2000. Continuation thereafter shall be contingent upon the approval of the College faculty.

Revised/Approved 2/2/99

**SECTION C  
CURRICULUM**

**TOPICS COURSES**

The policy on topics courses applies to all programs in the College of Education. No topics course may be offered more than two times, after which the "topics" courses must either become a regular course or not be offered again.

Approved 6/2/70

**SECTION C  
CURRICULUM**

**GRADUATE COURSE APPROVAL SHEET**

Please complete this cover sheet and attach to graduate course approval requests.

Briefly describe the following:

1. An overview of the proposed course (intent of course, need for course, etc.)
2. The history of the development of the proposed course (offerings such as topics course, enrollment, internal/external evaluation, program discussions relevant to course development, etc.)
3. The place of the proposed course in the overall graduate program for which it is intended (addition, revision, replacement, etc.)
4. Any other programs for which the course might be appropriate (intra-program conversations about connections, conversations with other programs and clusters, etc.)
5. Times, frequencies, and faculty associated with the future offering of the proposed course.

Adopted 4/17/95

**SECTION C  
CURRICULUM**

**UNDERGRADUATE COURSE APPROVAL AND PROGRAM  
CHANGE PROCESS**

Undergraduate course approvals and undergraduate program changes shall follow the following process:

1. Notification on the COE faculty agenda of courses that are (sic) up for approval at the next COE Faculty Meeting;
2. Placement of materials in division offices where courses may be studied in the week after the agenda is distributed and prior to the COE Faculty Meeting;
3. Positive action by the COE Faculty to approve, disapprove, table, or return to divisions for further study courses which have "cleared" the Undergraduate Committee and which appear on the agenda for question.

Approved 11/28/78

**SECTION C  
CURRICULUM**

**APPROVAL OF MULTICULTURAL EDUCATION COALITION**

Approve in principle a Multicultural Education Coalition, a cross-department process to encourage and facilitate the development of cultural pluralism models within the College and to provide a research base for the field testing of such models and to undertake program development and technical assistance activities.

Approved 11/7/72

Editorial Changes Only 1/8/03

## **SECTION C CURRICULUM**

### **AACTE MULTICULTURAL EDUCATION STATEMENT**

The statement on multicultural education presented by the American Association of Colleges for Teacher Education (AACTE 1972-1973) is endorsed by the Faculty of the College of Education.

The AACTE statement follows:

Multicultural education is education, which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

To endorse cultural pluralism is to endorse the principle that there is no one model American. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society, which professes a wholesome respect for the intrinsic worth of every individual. Cultural pluralism is more than temporary accommodation to placate racial and ethnic minorities. It is a concept that aims toward a heightened sense of being and of wholeness of the entire society based on the unique strengths of each of its parts.

Cultural pluralism rejects both assimilation and separatism as ultimate goals. The positive elements of a culturally pluralistic society will be realized only if there is a healthy interaction among the diverse groups, which comprise the nation's citizenry. Such interaction enables all to share in the richness of America's multicultural heritage. Such interaction provides a means for coping with intercultural tensions that are natural and cannot be avoided in a growing, dynamic society. To accept cultural pluralism is to recognize that no group lives in a vacuum that each group exists as part of an interrelated whole.

If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts: (1) the teaching of values which support cultural diversity and individual uniqueness; (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socioeconomic and political life; (3) the support of explorations in alternative and emerging life styles; and (4) the

## **SECTION C CURRICULUM**

### **AACTE MULTICULTURAL EDUCATION STATEMENT (con't.)**

encouragement of multiculturalism, multilingualism, and multi-dialectism. While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences.

Educational institutions play a major role in shaping the attitudes and beliefs of the nations youth. These institutions bear the heavy task of preparing each generation to assume the rights and responsibilities of adult life. In helping the transition to a society that values cultural pluralism, educational institutions must provide leadership for the development of individual commitment to a social system where individual worth and dignity are fundamental tenets. This provision means that schools and colleges must assure that their total educational process and educational content reflect a commitment to cultural pluralism. In addition special emphasis programs must be provided where all students are helped to understand that being different connotes neither superiority nor inferiority; programs where students of various social and ethnic backgrounds may learn freely from one another; programs that help different minority students understand who they are, where they are going, and how they can make their contribution to the society in which they live.

Colleges and Universities engaged in the preparation of teachers have a central role in the positive development of our culturally pluralistic society. If cultural pluralism is to become an integral part of the educational process teachers and personnel must be prepared in an environment where the commitment to multicultural education is evident. Evidence of this commitment includes such factors as a faculty and staff of multi-ethnic and multi-racial character, a student body that is representative of the culturally diverse nature of the community being served, and a culturally pluralistic curriculum that accurately represents the diverse multicultural nature of American society.

Multicultural education programs for teachers are more than special learning experiences grafted on to the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers.

Multicultural education reaches beyond awareness and understanding of cultural differences. More important than the acceptance and support of these differences is the recognition of the right of these different cultures to exist. The goal of cultural pluralism can be achieved only if there is full recognition of cultural differences and an effective

**SECTION C  
CURRICULUM**

**AACTE MULTICULTURAL EDUCATION STATEMENT (con't.)**

educational program that makes cultural equality real and meaningful. The attainment of this goal will bring a richness and quality of life that would be a long step toward realizing the democratic ideals so nobly proclaimed by the founding fathers of this nation."

Adopted 5/14/74

**SECTION D  
FACULTY**

**MEMBERSHIP AND VOTING PRIVILEGES IN THE  
COLLEGE OF EDUCATION**

1. Membership

The membership of the College of Education Faculty shall consist of all persons currently holding academic appointments as Professors, Associate Professors, Assistant Professors, and Lecturers in the College, including those who hold joint appointments with other colleges.

In addition, the membership includes the following:

- a. Clinical and other adjunct personnel teaching in the College on a full-time basis.
- b. Teaching Assistants
- c. Full-time professional staff personnel with letters of academic appointment
- d. Part-time faculty, or part-time professional staff with letters of academic appointment.

2. Voting Rights

The following persons shall be eligible to vote as members of the College of Education faculty on all faculty matters except on the determination of voting rights as specified in b below. Any person

- a. Who current employment is half-time or more at the University of New Mexico and
- b. whose UNM salary is paid in whole or in part from a College of Education budget and
- c. who is not seeking a degree in the College of Education and
- d. who is
  - (1) a tenured or tenure-track faculty member or
  - (2) a visiting faculty member or
  - (3) a non-probationary faculty member or
  - (4) a professional staff member in the College of Education, teaching one or more College of Education courses.

Any decision to change the policy on voting rights in the College shall be considered a major policy decision. Proposals for such change must be presented to the Faculty in writing at least one week prior to a regular faculty meeting and must remain on the table until the next regular faculty meeting for final disposition.

Adopted 12/5/71; Amended 11/4/75; 11/2/76; 8/22/89

**SECTION D  
FACULTY**

**DEPARTMENT VOTING RIGHTS**

- a. All Faculty personnel with College of Education voting rights shall have Departmental voting rights. Voting Faculty with joint appointment to more than one department shall have voting rights in each department.
- b. Departments have the authority to extend voting rights to additional Faculty-level personnel of their choice.

Approved 11/4/75, Editorial Changes Only, 1/9/03

**SECTION D  
FACULTY**

**FACULTY MEETING RULES OF ORDER**

The official operating rules of order for the College of Education faculty meetings shall be Roberts Rules of Order (latest edition).

Approved 10/6/70

**Standing Rule #1**

Motions that do appear on Faculty Meeting Agendas which are distributed one week before the meeting may be voted on at the meeting. Motions that do not appear on the Faculty Meeting Agendas which are distributed one week before the meeting may be presented but not voted on at the meeting.

Adopted 11/2/76

## **SECTION D FACULTY**

### **GUIDELINES FOR LECTURESHIPS AND PROFESSORSHIPS**

#### Guidelines

Awards such as Lectureships and Professorships should be given to individuals who have a substantial record of achievement in the College of Education.

#### 1. Terms of Award

Lectureships should be limited to a single three-year period and an awardee may not re-apply for additional periods.

Professorships are limited to a single three-year period and an awardee may not reapply for additional periods.

#### 2. Definition

Lectureship: For junior faculty, or assistant/associate professors.

Professorship: For individuals holding the rank of full Professor.

#### 3. Criteria

Lectureships should be considered as one means of retaining faculty, rather than recruiting faculty. Lectureships should be for merit for achievement in the College of Education. Lectureships should, therefore, be for individuals who have attained a substantial record of achievement in the College, rather than for individuals just beginning their career in the College.

Adopted by Faculty Policy Committee, 3/89

Revised: Jan. 9. 2003

**SECTION D  
FACULTY**

**CENSURE**

It is the judgment of the Faculty that the College is an open forum for ideas and actions related to educational practices and issues. The ad hoc committee's legal document of research and expert opinion has led us to conclude that Faculty to Faculty censure: (1) has never been reported in any other University, and (2) at best, is quite a tenuous proposition.

The Faculty of the College of Education go on record as opposing Faculty to Faculty censure actions—i.e., punitive actions which are designed to castigate members for their views.

Adopted 5/14/74

**SECTION D  
FACULTY**

**ICES RATINGS**

The College of Education faculty does not require the use of ICES by individual faculty members. Departments are free to require the use of ICES if the department so desires.

Adopted 10/28/80, Editorial Changes Only, 1/9/03

## **SECTION D FACULTY**

### **SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION**

#### Promotion

1. Promotion policies in the College of Education are governed by the University of New Mexico Promotion Policy.

2. Early Promotion

The College of Education often recruits faculty whose prior experience is equivalent to a portion of service in a particular rank. In such cases, the College of Education may recommend promotion in a shorter period of time than that described in the Faculty Handbook. Where early promotion is sought by a faculty member, documentation beyond that described in the Faculty Handbook should be provided which describes the nature and quality of the prior experience. In addition, it should explain how this prior experience has enhanced the faculty member's contribution to the University in comparison to the expected development through service in a particular rank for the stipulated period.

Other unusual circumstances such as special meritorious service might also lead to consideration for early promotion. Detailed documentation of such circumstances should accompany any such request.

3. Promotion, Tenure and Sabbatical Advisory Committee

An advisory committee of faculty members shall be appointed by the Dean to review promotion requests, tenure recommendations, and Mid-Probationary reviews forwarded by Department Chairs and to make recommendations to the Dean. A separate advisory committee of faculty members also shall be appointed by the Dean to review sabbatical requests forwarded by Department Chairs and to make recommendations to the Dean.

4. Salary

- a) It shall be the policy of the College of Education to reward meritorious performance financially. The merit performance evaluation procedures will be implemented each year.
- b) From whatever state salary monies are available to the College of Education for salary increases, the funds shall be allocated as follows:

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

- (1) Up to 3% shall be used by the Dean as a discretionary fund for salary considerations. It is presumed that any future salary equalization efforts will take merit performance evaluations into account.
- (2) The balance remaining shall be distributed according to the Merit Performance Rating System plan which establishes three performance-rating categories:

Merit Performance Rating 0  
Merit Performance Rating 1  
Merit Performance Rating 2

- c) Each department shall develop its individual Department Salary Plan. When separate programs are present within a department, that Department Salary Plan might be a compendium of its separate program salary plans. The Department Chairs shall file their Department Salary Plans with the Dean, Administrative Council, and the chairperson of the COE Faculty Committee. The deadline for filing these plans shall be set by the Dean.

Departments shall follow the Faculty Handbook criteria for teaching, research, and service, augmented by the expanded criteria found in the 1969 Salary and Promotion Policies (see Appendix A) and by Post-Tenure review guidelines for the university ( see Appendix B) as the basis for evaluating performance. Department Chairs shall systematically and in a timely manner provide feedback to faculty members regarding their performance evaluations each year in accordance with the schedule outlined in the Faculty Handbook.

- d) The COE Dean will conduct annual merit evaluations of Department Chairs utilizing faculty input. Faculty members with non-traditional assignments, such as released time on grants, administrative assignments, sabbaticals, etc., will be evaluated by their immediate supervisors in addition to being evaluated by the department to which they are assigned.

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

5. Merit Performance Rating (MPR) System

a) Merit Performance Rating (MPR 0)

This rating occurs when a faculty member is not performing satisfactorily. Salary increases will be withheld from the individual whose performance is deemed less than satisfactory. The funds, which are withheld, will be set aside for the purpose of improving the future performance of that individual. In subsequent years these funds will be allocated in accordance with Section 4.B.

Procedures

- (1) The faculty member who receives this rating will receive no increase in salary. The salary of the faculty member will remain at the current salary level until such time as s/he becomes eligible for merit evaluation ratings of MPR 1 or higher.
- (2) The funds which would have been allocated for this faculty members salary will go into a department fund earmarked for improvement in the faculty members areas of weakness.
- (3) A written improvement plan will be developed between the Department Chairs and faculty member, subject to approval by the Dean.
- (4) If the faculty member fails to improve his/her performance, or to follow the improvement plan within a three-year period, termination proceedings will be initiated in accordance with Faculty Handbook guidelines.

b) Merit Performance Rating 1 (MPR 1)

This rating is given to faculty members who are performing competently and conscientiously in the three major areas in which performance is evaluated. Reward for this merit performance rating is maintenance of the standard of living when funds are available.

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

Procedures

- (1) To the extent funds are available, the faculty member will receive a percentage salary increase equal to the percentage increase in the Consumer Price Index (CPI) • for the preceding calendar year. In cases where funds available to the College for salary increases are less than the CPI increase, all available funds shall be used to give the maximum percentage salary increases possible for each faculty member who qualified for MIPR 1. When funds exceed CPI, 20% of the salary increase funds above CPI shall be applied to MPR 1.
- (2) The same percentage increases shall be applied for all who qualify for MPR 1.

c) Merit Performance Rating (MPR 2)

In those years when the College receives salary appropriations which exceed the CPI for the preceding year, faculty members who performances are rated "outstanding" will be eligible for MPR 2. This rating will be assigned to a faculty member who has performed his/her job well above-and beyond what is normally expected by the University.

Department merit evaluation policies should be capable of identifying such outstanding performance.

Procedures

- (1) All faculty members who receive "outstanding" ratings will be eligible to receive MPR 2 funds.
- (2) From the funds available to the College of Education for salary increases, that portion which exceeds CPI for the previous calendar year will be allocated on an FTE (per capita) basis to each department which utilizes department approved merit evaluation procedures, to be used for MPR 2 increases.
  - average to average change in CPI-U as reported by the Bureau of Labor Statistics will be utilized

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

(3) MPR 2 increases will be distributed on the basis of performance evaluations conducted within a department, but utilizing criteria which justify a rating of "outstanding".

(4) Should funds not be available for MIPR 2, ratings will be carried forward until such time when funds become available.

6. Compensation

The faculty charges the Dean with the responsibility of working to achieve parity compensation with other units within the University of New Mexico and with other institutions having comparable scope and functions.

7. Appeal

a.) If a faculty member appeals a decision regarding promotion, tenure or a sabbatical request, Faculty Handbook procedures shall be followed.

b.) If a faculty member appeals a decision regarding merit performances rating and/or salary, the appeal shall be directed to the Chair of the College of Education Faculty Salary Appeal Committee, with a copy to the COE Dean and the Department Chairs. The Faculty Salary Appeals Committee shall make a recommendation to the principals and to the appropriate Administrators(s) within fifteen (15) working days after hearing the case.

c) Appeal procedures beyond the College of Education follow the Faculty Handbook.

Approved 12/2/75; Amended 4/6/76; 1/28/86; 3/25/86; 3/29/88 Revised 9/22/93, 10/27/98, 1/8/03 (change "Divisions Director" to "Department Chairs ONLY)

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

**APPENDIX A  
EVALUATION TO ESTABLISH MERIT STATUS  
(FROM 1969 COE SALARY AND PROMOTION POLICIES)**

A. Criteria

Effort that is worthy of consideration is effort that extends the productivity of the individual faculty member about that expected... by the organization in those tasks assigned... by the organization. The following is intended to describe the acts or performance that represent the kind of activities that should constitute the floor for deliberation on giving merit considerations to faculty members.

B. Teaching

1. Planning for instruction is done carefully and creatively as evidenced by, for example, the development of written syllabi, course guides, current bibliographies, adaptations or alterations of approaches to instruction that are different or unusual, and objectives that are measurable and consistent with intent of the course.
2. In-class instruction is consistent with and contributory to the achievement of the objectives of the course as evidenced by, for example, the results obtained through measurement of student accomplishment in the course via paper and pencil tests, performance tests, project development, etc.
3. The evaluation of students provides for the comprehensive use of existing tools and incorporates where appropriate experimental tools as evidenced by, for example, the use of informal tests, student prepared papers or in-class reports, student performance activities, or adaptations or alterations of existing tools (i.e. an essay test in a math class) developed to use in a given class to get a cleaner measure of accomplishment of a given objective.
4. The use of present and pertinent resources reflects both an awareness of the relevance of such resources to stated objectives and an inventiveness in their use as evidenced by, for example, the use of up-to-date bibliographies, audio-visual materials, field trips, resource people where appropriate to and consistent with the fulfillment of stated objectives, or adaptations or alterations of different and unusual resources (speech by Army Psychologist used in methods class) to help achieve objectives.

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

**APPENDIX A  
EVALUATION TO ESTABLISH MERIT STATUS  
(FROM 1969 COE SALARY AND PROMOTION POLICIES)  
(cont'd.)**

5. Overall teaching reflects general acceptance by students as evidence by, for example, positive student evaluations of teaching in such areas as organization of content, clarity of instruction, appropriateness of text (where used) on written evaluation devices.

C. Scholarship, Research, or Other Creative Works

1. Shows interest in research activity as evidenced by, for example, helping write proposals, doing the actual collection of data and its analysis, disseminating findings, or conducting applied research activity in conjunction with classes or projects to which the—faculty member is assigned.
2. Shows interest in writing activities as evidence by, for example, publishing expository or research findings in journals, house organs, association meetings, or in-house communications with divisions, colleges, or the university.
3. Holds membership in, attends meetings of, and upon occasion contributes to an organization concerned with basic and/or applied research in education.
4. Has knowledge of research findings and areas in which research is needed as evidenced by, for example, the initiation of basic or applied research in major area of concern, or utilization of current research in conjunction with teaching or participation in projects or other related service activities.
5. Where appropriate, communicates with colleagues about matters of research (problems in need of research or findings) as evidenced by, for example, presentations or publications, or through discussions and participation in matters of divisional, college, or university concern.
6. Exhibits or presents creative works for international, national, regional, statewide, and local audiences.

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

**APPENDIX A  
EVALUATION TO ESTABLISH MERIT STATUS  
(FROM 1969 COE SALARY AND PROMOTION POLICIES)  
(cont'd.)**

D. Service (community)

1. An awareness of an interest in community problems related to education as evidenced, for example, voluntary membership in an activity related to an organization devoted to community problems, or self-initiated activity related to community improvement such as organizing political action groups, etc.
2. Holds membership and participates in the activities of such organizations as evidenced by, for example, chairs held in organizational standing or ad hoc committees, meetings attended, work accomplished by groups (sub-organizational groups) of which the individual is a member.
3. Works to bridge the gap between "town and gown" through community service as evidenced by, for example, working within community organizations as the university's representative, or working on sub-organizational groups in matters designed to improve university life and welfare.
4. Communicates with community leaders regarding possible university or college cooperation in dealing with community problems as evidenced by, for example, letters written to community leaders seeking areas in which college or university might assist (letter to the school superintendent volunteering speaker service by members of the college), or attendance at public meetings vocally offering services to library board, welfare department, police, etc.

E. Service (university)

1. An awareness of and interest in university and college problems and projects as evidenced by, for example, developing informal ad hoc groups to work on problems, devising structure and ground rules for groups to work on university problems, contributions made in faculty meetings to help clarify and solidify positions and attitudes about university problems and projects.

**SECTION D  
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd)**

**APPENDIX A  
EVALUATION TO ESTABLISH MERIT STATUS  
(FROM 1969 COE SALARY AND PROMOTION POLICIES)  
(cont'd)**

2. Belongs to and participates in at least one standing committee which regularly conducts university and/or College of Education business. Evidence of activity here, for example, might include chairship of such a committee or development of ad hoc committees within standing committees to explore specialized problems or operationalize given programs.
3. There is a willingness to serve in whatever way and whenever possible in matters dealing with university College of Education problems and projects as evidenced by, for example, membership on ad hoc committees, or through writing and speaking on issues to town or gown groups concerned with the problems or projects.
4. Student advisement and counseling is provided as evidenced by, for example, availability to students consistently during specified office hours, numbers seen and time spent per student at times other than registration, program changes approved, professional career advice given, etc.

**F. Program Development**

1. Shows interest in program development as evidenced by, for example, participation in program evaluations with students, administration, and/or colleagues, or through publications or speeches given, or through points of view expressed and developed in appropriate settings, i.e., curriculum committees, division meetings, college or university faculty meetings.
2. Belongs to and participates in organizations or groups which work actively on program evaluation and improvement as evidenced by, for example, contributions and ideas developed in appropriate committee areas, or through participation in special areas, i.e., NCATE, North Central.
3. Initiative, creativity, and leadership in the development of programs or improvement of existing programs as evidenced by, for example, writing of new course proposals (both adopted and un-adopted), revisions of existing courses

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**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

**APPENDIX A  
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(cont'd.)**

and/or programs (adopted and un-adopted), development of sequential courses or programs ( adopted or un-adopted).

4. Initiative, creativity, and leadership in the development of new programs or courses in response to changing student needs or needs of the profession as evidenced by, for example, written rationale provided for such courses, backgrounds of related basic or applied research, or similar justification and support reflecting valid and reliable bases growing out of an objective consideration of student and professional needs.

**G. Student Contact**

1. An interest in student problems is indicated as evidenced by, for example, advisement to student groups, speaking before student groups, meeting with and engaging in informal interactions with students in-and out-of-class settings, or soliciting in-office contacts with individuals or groups to discuss problem situations.
2. Membership in at least one group which is directly concerned with student interests and affairs is maintained, as evidenced by, for example, written notification of faculty member involvement.
3. An interest in and knowledge of student concerns and problems as they relate to the education of the student is shown as evidenced by, for example, programs or courses developed from such a rationale, special tutoring or counseling sessions provided for students, membership in and contributions (in writing) to the group having some concern with the education of the student at the institution.
4. Actively work to improve the education of the student as evidenced by, for example, counseling provided, courses built, programs developed or revised, special instructional sessions provided or special instructional considerations granted, etc.

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FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

**APPENDIX A  
EVALUATION TO ESTABLISH MERIT STATUS  
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(cont'd.)**

5. Communication with students regarding specific and general college and university matters related to their education is constantly maintained as evidenced by referrals of student ideas to college or university administration, information giving sessions provided for students in and out of class, willingness to answer student questions about policy and regulation matters in or out of class, attendance to and response to student activities of a cultural, educational, and entertainment nature on or off campus.

H. Administration

1. Provides leadership in policy making with respect to teaching, instruction, and service activities of the college as evidenced by, for example, criteria for enrollment in doctoral programs, cooperative agreements with the public schools and other outside agencies, long range development plans, and the like.
2. Shows staff leadership as evidenced by, for example, efficient and good staff selection procedures and decisions, continually promoting the professional growth of staff through individual contacts, planned meetings, properly administered promotion meetings, and tenure procedures, enabling staff to utilize their special talents and interests in the most effective manner, and the like.
3. Is prompt and efficient in the details of administrative and office management as evidenced by prompt completion of reports and other requests, effective budget preparation and proper monitoring of budget expenditures, attention to routine procedural matters, routinizing procedures where appropriate, proper delegation of tasks, and the like.
4. Communicates effectively with personnel in the administrative unit and with others in the College and University as appropriate as evidenced by, for example, memos, newsletters, minutes of meetings, and the like.

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FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
(cont'd.)**

**APPENDIX A  
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(cont'd.)**

5. Shows interest and concern for the total development of the College and University as evidenced by, for example, cooperative arrangements between this and other administrative units, cooperation in planning and implementing activities which cut across administrative units, participation in development of other administrative units, and the like.

Note from David Colton in July, 1988: A salary and promotion policy was adopted on 5/6/69 following discussions on 4/1/69 and 4/26/69. Amendments and clarifications of the 1969 policy were made on 11/3/70, 12/3/74, and 2/8/73. A substantially revised policy was adopted on 12/2/75.

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FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
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**APPENDIX B  
UNM FACULTY HANDBOOK**

**4.9 POST-TENURE– REVIEW**

(Approved by the Faculty Senate, February 13, 1996, and May 6, 1997; approved by the Regents, April 11, 1996, and May 16, 1997, and included in the Policy on AF&T in the version approved by the Faculty on December 6, 1998 and by the Board of Regents on December 8, 1998.)

**4.9.1 Introduction**

The Post Tenure Review Policy ensures that all tenured faculty members will receive an annual review and that those with either exceptionally good performance or deficiency in one or more areas will be identified. Special achievement shall be rewarded in a manner determined by each college/school. For a faculty member who receives two successive annual reviews with identified uncorrected deficiencies, the Post-Tenure Review policy provides a mechanism to either (a) overturn the findings of deficiency in the annual reviews or (b) establish a remedial program for correcting the deficiencies.

**4.9.2 General Principles**

A tenured professor who performs well should be rewarded, and one who performs inadequately should seek or accept help and improve or be subject to dismissal. The purpose of UNM's post-tenure review is to determine levels of performance efficiently, equitably, and in conformity with tenure rights expressed in the Policy on Academic Freedom and Tenure and guaranteed by the Contract Clause of the U.S. Constitution.

**4.9.3 Data Collection**

Biographical updates, student evaluations of teaching (supplemented by periodic but not necessarily annual peer evaluations of teaching), and (with necessary exceptions, as in the Medical School) evaluations for salary recommendations shall be required annually of all faculty, including tenured professors. Some departments and divisions may also wish to require information more detailed than in the current biographical update form. The biographical update shall include space for objectives for the coming year.

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**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
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**APPENDIX B  
UNM FACULTY HANDBOOK (cont'd.)**

4.9.4 Performance Criteria

Deans shall require each department or division to file a statement of criteria and procedures for annual evaluation of the performance of tenured faculty members. The criteria and procedures shall be consistent with the Faculty Handbook, reflect the standards of excellence and appropriate balance of teaching, research, or other creative activity, and service prevailing in the discipline and department or division, and have the approval of the department or division faculty and the dean. At a minimum, the procedures shall include an annual written evaluation, as described below. Sec. 1 (of this Policy) describes good teaching and good research at some length, including the importance of ones original research in imparting new ideas in the classroom and inspiring students to engage in original research. Sec. 1 also stresses the need for service in the department, the University, and ones discipline, particularly by senior members of the faculty. (Reviews from outside the University, as suggested in Sec. I, shall not normally be included in annual and more formal post-tenure reviews [Sec. 4.9.5 and 4.9.7].)

4.9.5 Annual Reviews

(a) Each department shall conduct an annual review of each tenured faculty members teaching, scholarly work, and service. This review, which may be combined with salary review and may be performed by the chair or the chair and a committee of tenured faculty, shall be in writing (normally 50 to 100 for most faculty, more for those with special achievements or identified deficiencies) and contain a description and critique of performance during the past year and performance goals for the coming year. It shall be discussed with the faculty member if there are deficiencies. Two copies of the annual review, signed by the chair, shall be given to the faculty member, one to be as acknowledgment of receipt and returned to the chair. A faculty member who disagrees with the review may add a comment or rebuttal. The review and any such statement shall be placed in the faculty member's personnel file. The faculty member, in addition, may appeal the chairs evaluation to the dean. At any point in these or subsequent proceedings, the faculty member shall have access to aggregate information concerning the teaching evaluations, publications, grants, etc., of the department as a whole for purposes of comparison. Aggregate information shall be determined by each department and will

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contain, at a minimum, summary data of faculty activities in the areas of teaching, scholarly work and service. In the dissemination of aggregate data, confidentiality shall be protected to the extent provided by law.

- (b) Administrators who hold tenured faculty rank shall also be reviewed on the performance of their faculty duties (teaching, research, and service). The manner in which the chair and other administrators are reviewed shall be decided by an agreement between the dean and tenured faculty in the unit, in a manner consistent with the intent of this document. Administrators who have no assigned faculty duties within the department will not be reviewed under this policy.

**4.9.6 Report to Deans**

Each department shall annually provide the dean with summaries--Ties of the reviews of all faculty members (normally no more than 50 words for most faculty, more for those with special achievements or identified deficiencies) and the full text of any comment or rebuttal. The summaries shall include the special achievements or identified deficiencies of individual faculty members. Merit, as determined in annual salary reviews, shall be the primary criterion for raises. In the case of special achievement, the summary shall state the rewards to be provided. The dean or a college committee shall participate in the merit award for special achievement In the case of deficiency, the summary shall suggest remedies, and the chair and the dean shall monitor improvements. If the dean disagrees with the chairs evaluation, he or she shall so inform the chair and the faculty member.

**4.9.7 More Complete Reviews**

If in the judgment of the chair the annual review for any faculty members shows a serious deficiency that has continued for two consecutive years, the chair shall inform the faculty member. One of two possible courses of action shall follow:

- (1) The faculty member may request that the chair submit his or her findings to the other tenured faculty members for consideration-in a more complete review during the following year, or

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**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
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UNM FACULTY HANDBOOK (cont'd.)**

(2) If the faculty member does not request the review, the chair may initiate such a review with the concurrence of a majority of the tenured faculty in the department.

The more complete review shall be similar to the mid-probationary review described in the Faculty Handbook, with the aim of identifying strengths and weaknesses. This review shall be undertaken by the chair with a committee of at least three tenured faculty members chosen by the tenured faculty. If they find that the faculty member's performance is not seriously deficient, the member shall be so informed and a statement of the decision placed in the file. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member, including procedures, criteria for evaluating progress, and a reasonable timetable. The results of the program shall be reported by the chair to the dean. If the dean concludes, after consulting the college promotion and tenure committee, or other advisory committee, if any, that serious deficiencies persist, he or she shall so inform the Provost.

**4.9.8 Enhancement Programs**

Whether or not a tenured faculty member accepts a recommendation to participate in a teaching or scholarly work enhancement program, and whether or not the member performs well in the program, he or she shall be judged, after a reasonable period of time, on subsequent classroom and scholarly work performance.

**4.9.9 Individual Request for Review**

Any faculty member who feels that two or more consecutive annual reviews have inaccurately conveyed his or her professional accomplishments or have contained other substantial deficiencies shall have the option of initiating the more complete review described above.

**4.9.10 Frequency of Review**

The more complete review shall not be initiated for any faculty member more frequently than once every five years.

**4.9.11 Review by the Committee on Academic Freedom and Tenure**

If a tenured faculty member's professional deficiencies are considered by the

**SECTION D  
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**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION  
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UNM FACULTY HANDBOOK (cont'd.)**

Provost to be very serious and to have been uncorrected at the conclusion of the agreed time period, and, further, if there is evidence that the faculty members performance has deteriorated since the award of tenure and that his or her academic performance is now typically unsatisfactory, the President of the University shall initiate the process specified in Sec. 6 for removing a faculty member for cause under the procedures and standards set forth in that section, including "lith the faculty members academic competence is questioned, the before the Committee shall be insufficient unless it includes testimony of teachers and other scholars, either from the University or from other institutions, and it shows that the faculty members academic performance (1) has deteriorated since receipt of tenure and (2) is now typically unsatisfactory" (Sec. 6.4.3 (k)),and "[T]he burden of proof resides with the President and University administration" Sec. 6.4.3 (a)).

4.9.12 Limitation on Applicability

This policy does not apply to proposed terminations of tenured faculty for alleged misconduct or violation of University policy or law, which is provided for in Sec. 6.

4.10 ANNUAL REVIEW OF CONTINUTNG NON-TENURE-TRACK FACULTY

Continuing non-tenure-track faculty (lecturers and clinician educators) shall be reviewed annually following procedures adopted by each department.

Edition of April 1999.

**SECTION D  
FACULTY**

**APPEALS OF PROMOTION, TENURE OR SABBATICAL LEAVE DECISIONS**

**FACULTY APPEALS**

1. If a faculty member appeals a decision regarding promotion, tenure, or a sabbatical leave request, Faculty Handbook procedures shall be followed.
2. If a faculty member appeals a decision regarding merit performance rating and/or salary increment, the appeal shall be directed to the Chair of the College of Education Faculty Committee, with a copy to the COE Dean and the Division Director. The Faculty Committee shall make a recommendation to the appropriate administrator(s) within ten (10) working days after hearing the case.
3. Appeal procedures beyond the College of Education follow the Faculty Handbook.

Approved 4/6/76; 3/25/86

## **SECTION D FACULTY**

### **PROCEDURES ADJUNCT FACULTY**

UNM Faculty Handbook  
2.3.10 Adjunct Title  
April 1999 Edition

The titles of adjunct lecturer, adjunct instructor, adjunct assistant professor, adjunct associate professor, and adjunct professor are appropriate for persons whose primary professional responsibility is outside the University or for professional staff on the University who may teach on an occasional, limited, course-by-course basis. Qualifications are the same as for regular faculty ranks and titles.

#### **PROCEDURES FOR ADJUNCT TITLE APPOINTMENT**

1. Nomination by self or program faculty to initiate the process.
  - a) Program faculty make(s) request to program/division.
  - b) Individual makes request in writing to program/division.
2. The Program faculty endorse with written vote and rationale. Issues to be considered:
  - a) Description of activities that demonstrate a fruitful relationship for both the program and the individual (e.g., curriculum development, mentoring of students, assistance in preparing proposals for funding)
  - b) Time of appointment (e.g. academic year, continuous\*)
  - c) Access to resources (e.g. UNM ID to allow access to library and Johnson Center privileges; e-mail)
  - d) Voting privileges - (see below -*UNM Faculty Handbook – Voting Faculty*)
3. Program Coordinator summarizes and forwards to the Department Chair the faculty vote and rationale for program faculty's recommendation.
4. Department Chair endorses and recommends approval to College Dean.
  - a) Specifies the exact title for appointment
  - b) Indicates that title does not include any form of payment
5. Dean's Office prepares recommendation letter of academic title to Provost.
6. Upon approval by Provost, Faculty Contracts prepares a letter of Academic title.

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**PROCEDURES ADJUNCT FACULTY (cont'd.)**

UNM Faculty Handbook  
Voting Faculty  
10/1/90 Edition

**b) Voting Faculty:**

Members of the University who are eligible to vote shall include all full-time members of the University Faculty holding professorial rank (instructors, assistant professors, associate professors, and professors) or lectureships. No person holding an interim or temporary appointment on the teaching staff shall be a member of the Voting faculty unless he/she be a member ex officio or on an initial term appointment. The ex officio members of the University Faculty as listed in Sec. 1(a) shall be ex officio members of the Voting Faculty. (c) Questions of eligibility for voting which may arise shall be settled by the presiding officer of the Faculty. Any appeal from the decision should be taken to the Voting Faculty. The officers shall prepare at the beginning of each academic year the official list of the membership of the Faculty and of the Voting Faculty as defined above.

Approved 2/22/00

Revised 2/14/02 (Division Director to Department Chair-only)

**SECTION D  
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**FACULTY SALARY APPEALS**

**Note: while the faculty vote on 4/26/94 repealed the Faculty Salary Appeals Committee as such, it did not appear to rescind the following policy.**

The Faculty Committee at the beginning of each academic year [appoint] a pool of four (4) COE voting faculty members to participate in hearing panels in order to ensure a balance across rank, ethnic groups, and gender.

Approved 3/25/86; Amended 3/29/88; 4/26/94

## SECTION E

### GRADUATE PROGRAMS AND CONCENTRATIONS

#### COLLEGE OF EDUCATION GRADUATE MAJORS, DEGREES & MAJOR CODES

Art Education	M.A.	008
Counseling	M.A.	049
Counseling	Ph.D.	223
Curriculum & Instruction 021 (Bilingual/TESOL Education, Elementary Education, Language Arts/Reading Education, Mathematics Education, Science Education, Secondary Education)	Ed. Spc.	
Educational Administration	M.A./Ed. Spc.	030
Educational Leadership	Ed.D.	401
Educational Linguistics	Ed.D./Ph.D.	220
Educational Psychology	M.A./Ph.D.	399
Educational Thought Sociocultural Studies	Ed.D./Ph.D.	221
Elementary Education (Bilingual/TESOL Education, Elementary Education, Language Arts/Reading Education, Mathematics Education,	M.A.	032
Family Studies	M.A./Ph.D.	052
Foundations of Education (Educational Thought Sociocultural Studies)	M.A.	040
Health Education	M.S./Ed. Spc.	050
Health, Physical Education & Recreation	Ed.D./Ph.D.	222
Multicultural Teacher & Childhood Education	Ed.D./Ph.D	224
Nutrition	M.S.	311
Organizational Learning & Instructional Technologies	M.A./E.d. Spc./Ed.D./Ph.D.	391
Physical Education	M.S./Ed. Spc.	080
Recreation	M.A./Ed. Spc.	086
Secondary Education (Bilingual/TESOL Education, Language Arts/Reading Education, Mathematics Education. Science Education, Secondary Education)	M.A.	243
Special Education	M.A./Ed Spc	097
Special Education	Ed.D/Ph.D.	227

## **SECTION E GRADUATE PROGRAMS AND CONCENTRATIONS**

### **GRADUATE GOVERNANCE PLAN**

University of New Mexico Faculty Handbook (December 1966), pp. A20, A21.

#### **I. Introduction**

The College of Education Graduate Governance Plan as presented below operates within the Conceptual Framework and Mission/Vision Statement of the College of Education and the general University policies governing graduate education at the University of New Mexico. The College of Education Graduate Committee (Graduate Committee), in consultation with the Dean of the College of Education (Dean of Education), is charged by the UNM Faculty Senate Graduate Committee to:

1. supervise and coordinate graduate activity;
2. maintain University policies regarding graduate affairs;
3. recommend to the College faculty any appropriate supplementary policies for College graduate education; and
4. recommend to the Senate Graduate Committee any revisions in University policy deemed necessary.

Final action at the College level is reserved to the College of Education faculty, after review and recommendation of the Graduate Committee, and the Faculty Committee where appropriate, on the following:

1. Endorsement of new courses and programs at the graduate level;
2. Approval of regular full-time graduate faculty for courses receiving graduate credits;
3. Endorsement of standards for appointment of graduate, teaching, research and project assistant; and
4. Maintenance of quality control processes including admission of students to graduate programs, endorsement of the membership of examination committees, dissertation committees and program of studies committees.

In carrying out its activities, the COE Graduate Committee will reflect a multicultural commitment by assuming a leadership role in calling attention to issues of diversity, equity, and social justice in approving new courses, programs, graduate faculty, standards, admission requirements, student committees, theses and dissertations. The "educational needs" and multilingual/ multicultural context of New Mexico should be a primary consideration in the development and implementation of College Graduate Committee policies and practices.

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**GRADUATE GOVERNANCE PLAN (cont'd.)**

II. Membership

The membership of the College Graduate Committee consists of voting members and ex-officio members. The voting membership consists of one person elected within each division of the College and additional faculty members elected from the College at-large for a total of nine members from the College faculty. Ex-officio, non-voting members are the Dean of Education (or the Deans designate), the Dean of the Office of Graduate Studies (or the Deans designate), and one graduate student member named by the College of Education Graduate Students Association. The voting members are elected for three-year terms, with approximately one-third of the members elected each year. The graduate student member is named for a one-year term. The Graduate Committee annually elects its chair (typically a tenured member of the committee). It is also the responsibility of the Graduate Committee to select one member of the Graduate Committee to serve as a representative on the University Senate Graduate Committee.

III. Responsibilities

The role of the Graduate Committee of the College of Education is to recommend policy and procedures related to traditional graduate programs (Master of Science, Master of Arts, Doctor of Philosophy and Doctor of Education) as well as professional studies programs (all post-baccalaureate, educational specialist, professional development, and non-degree certificate and licensure programs). In addition, the Graduate Committee monitors the implementation of these policies and procedures. Within the policies established by the Faculty Senate and the faculty of the College, the Graduate Committee, in consultation with the Dean of the College, is charged with all matters relating to the creation, maintenance, and elaboration of graduate units to include the following:

1. Endorsement of graduate courses and programs at the graduate level.

A. New Programs.

All new program proposals must adhere to the policies and procedures described in the Program Review and Revision document endorsed by the College of Education faculty. The Dean of Education shall evaluate the expected impact of the proposed program or existing programs with particular emphasis on the resources required and duplication or overlap with other existing programs. The proposal, with the written recommendations of the Dean of Education, will be forwarded to the College Graduate Committee. The College Graduate Committee evaluates such proposals for quality,

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**GRADUATE GOVERNANCE PLAN (cont'd.)**

resource availability and duplication E— 3 with existing programs and forwards recommendation to the College faculty.

**B. New Courses.**

The principle responsibility for ensuring that a course offered for graduate credit meets established criteria rests with the graduate program offering the course. Evaluation by the College Graduate Committee is based on need for additional resources, quality of the course and duplication with existing courses. The College Graduate Committee then makes a recommendation to the faculty of the College.

**C. Major Revisions of Existing Program or Degree Requirements.**

The Graduate Committee has the responsibility for reviewing and making recommendations for all program revisions requiring Curriculum Change Forms B or C. The proposal, with the written recommendation of the Dean of Education, will be forwarded to the College Graduate Committee.

The College Graduate Committee evaluates such proposals for quality, resource availability and/or duplication and forwards its recommendation to the College faculty. Any major revisions proposal with policy implications shall be forwarded to the Faculty Committee prior to submission to the College faculty.

**2. Approval of regular full-time graduate faculty for courses receiving graduate credits.**

**A. Instructor Approval**

The graduate programs of the College will furnish the College Graduate Committee, the Dean of Education, and the Office of Graduate Studies a list of all regular full-time faculty qualified and approved for graduate education courses. The Office of Graduate Studies will use this list to verify (1) instructors for graduate courses, and (2) members of committees for the Master of Science, Master of Arts, and doctoral degrees in the College of Education. In cases of disagreement or appeal, the matter will be referred to the College Graduate Committee for resolution, in consultation with the Dean of Education, the Dean of Graduate Studies, and the graduate program involved.

**3. Endorsement of standards for appointment of graduate, teaching, research and project assistants.**

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**GRADUATE GOVERNANCE PLAN (cont'd.)**

- A. Standard for Appointment of Graduate, Teaching, Research, and Project Assistants.

Appointments of graduate, teaching, research and project assistants shall conform to the minimum university standards as specified in the UNM Catalog. Where individual graduate programs employ standards higher than those stated in the UNM catalog, the Graduate Committee and the Dean of Education shall be informed.

4. Monitor the evaluation of all graduate program processes including graduate curriculum, composition of student committees, and theses and dissertations. It is not the purview of the Graduate Committee to monitor the content of the educational program.

- A. Linguistic and Cultural Diversity.

The COE Graduate Committee will facilitate the Colleges goal of achieving the linguistic and cultural diversity of New Mexico in the graduate student population through the monitoring of all COE graduate program policies and activities including recruitment and retention of underrepresented graduate students.

- B. Student Admissions.

Decisions concerning admissions are made by the graduate programs of the College. The College Graduate Committee will approve graduate program policies and procedures related to student admissions. Students must meet the minimum requirements for admission to graduate study as specified in the UNM Catalog as well as the specific prerequisites defined by the College of Education graduate program to which the application is made. In the case of special admissions, the procedures outlined in the 11MM Catalog must be followed.

The graduate programs in the College shall keep accurate records on all completed applications for graduate study, including applicants accepted and those who actually enroll. This information will be shared with the College Graduate Committee, the Dean of Education, and the Senate Graduate Committee upon request.

- C. Graduate Curriculum.

The graduate curriculum is the responsibility of the faculty of each program. It

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**GRADUATE GOVERNANCE PLAN (cont'd.)**

is the responsibility of the Graduate Committee to approve new curriculum or revisions and monitor the evaluation of the graduate curriculum.

**D. Student Committees.**

The formation, composition, appointment, review, and role and functions of committees on studies as well as thesis and dissertation committees shall be in accordance with general University, College of Education, and graduate program regulations. It is the responsibility of the College Graduate Committee to monitor the evaluation of these committees.

**E. Theses and Dissertations.**

The chair of the students committee will monitor dissertations or theses. It is the responsibility of all members of the thesis or dissertation committee to ensure adherence with relevant university policies. It is the responsibility of the Graduate Committee to monitor the evaluation of thesis and dissertation process and procedures.

5. Problems regarding dissertation progress which cannot be resolved by the graduate program may be referred to College Graduate Committee for resolution.

If the Office of Graduate Studies has any questions regarding a completed thesis or dissertation and the matter cannot be resolved to the satisfaction of the graduate program, the committee, and the candidate, the matter may be presented to an appeal body which will include the Dean of Education or a representative, the Graduate Dean, and all or part of the College Graduate Committee. Any grievances must adhere to the processes defined in the Pathfinder and/or the UNM Catalog.

**IV. General Policies**

1. It is the intent of the Education faculty that graduate units of the College have substantial control and responsibility for graduate education.
2. It shall be the responsibility of the College Graduate Committee to monitor the evaluation of graduate units in the College and to participate in the academic planning and revision which ensues as a result of such evaluations. The College Graduate Committee shall participate in any review or evaluation of College of Education graduate programs, whether initiated by the UNM Faculty Senate, the UNM Faculty Senate Graduate Committee, University or College administration, or an external accrediting organization. It shall likewise be the

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**GRADUATE GOVERNANCE PLAN (cont'd.)**

responsibility of the College Graduate Committee to take the initiative in studying the quality of particular aspects of graduate operations in the College and to supervise the implementation of the policies and procedures generated by such studies.

3. The Dean of Education may call special meetings of the College Graduate Committee, through its chair, and may appear before or communicate with the Committee. The Dean shall be informed of all business of the Committee and may request that the Committee review any action it has taken. The IJNM Dean of Graduate Studies shall be informed of all Committee actions and may appear before, and communicate with, the Committee. Those actions that require UNM Faculty Senate Graduate Committee approval will be forwarded to the UNM Faculty Senate Graduate Committee. Any College of Education faculty member or graduate unit may initiate recommendations or inquiries concerning graduate affairs to the College of Education Graduate Committee.

11/9/94; revised 1/2001

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**PROCEDURES AND CRITERIA FOR INTERNAL APPROVAL OF THE ED.D.  
AND PH.D. CONCENTRATIONS IN THE COLLEGE OF EDUCATION**

1. Introduction

The College of Education faculty acted on May 4, 1976 to require the review and re-approval of all doctoral programs. This process includes the provision for the development of new concentration areas, the realignment of existing areas, and re-approval of existing areas. The process does not entail new degree programs.

Changes to be authorized by this process are to be consistent with the original authorization for the Ph.D. and Ed.D. in Education. This process requires the formal affiliation of faculty members with specific concentration areas and the administration of each concentration area by one department chair.

Decisions about concentration area programs, admissions, examination procedures, hearings, and the like are to be made by the concentration area faculty. However, all concentration proposals and procedures must adhere to Graduate School and College of Education policies in all respects.

2. Procedures for Approval or Re-approval of Concentration Area Program

- A. The proposal document must be approved by the faculty members affiliated with the program area.
- B. Agreement must be achieved among the concentration area faculty, and members of the administration of the College of Education upon the designation of one department chair to administer the area.
- C. Submission to the COE Graduate Committee of the proposal document for review and recommendation to the COE faculty.
- D. Approval by the COE faculty and submission to the Graduate Committee of the University.

3. Proposal for Approval or Re-approval of a Doctoral Concentration

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**PROCEDURES AND CRITERIA FOR INTERNAL APPROVAL OF THE ED.D.  
AND PH.D. CONCENTRATIONS IN THE COLLEGE OF EDUCATION (cont'd.)**

I. General Facts

A. Title of concentration

B. Proposed date of continuance or initiation of new concentration

II. Justification

A. Objectives

1. List the objectives of the concentration
2. Identify those elements which are unique; i.e., those which are not available in other programs within or outside of the COE.
3. Provide a rationale for the concentration within the COE.
4. Specify, if applicable, how the concentration articulates with state needs and/or professional certification requirements.

B. Alumni data

1. List the graduates of the concentration area from the past five years and their current professional position.
2. Provide some evidence that graduates have made some significant professional contribution. (Selected vitas would suffice.)

C. Current doctoral student data

1. Total number currently on concentration roster:
  - a. Total number "active":
  - b. Total number "inactive":
2. Using the following code, identify the number of students at each stage:
  - a. Stage 1 (from admissions to ADI)
  - b. Stage 2 (ADI to comprehensives)
  - c. Stage 3 (comprehensive through dissertation proposal)
  - d. Stage 4 (dissertation writing to defense)
3. Number of students admitted in last 12 months
4. Number of applicants in last 12 months

D. Process data.

Provide data on current practices as well as procedures to be implemented upon approval of this proposal.

1. Describe the recruitment efforts and identify specific efforts to support the University's Affirmative Action Plan.

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**PROCEDURES AND CRITERIA FOR INTERNAL APPROVAL OF THE ED.D.  
AND PH.D. CONCENTRATIONS IN THE COLLEGE OF EDUCATION (cont'd.)**

2. Describe admissions criteria and procedures.
3. Describe advisement processes.
4. Describe procedures for comprehensive examinations.
5. Describe procedures associate with the dissertation process.
6. Describe administrative processes for monitoring existing concentrations.

May be omitted by —new" concentration areas: however, proposed concentrations which were formerly subsumed under an omnibus area, e.g., C I, must provide the required data.

E. Projection Data

1. Project market demand (student demand, societal and economic change)
2. Project changes which might be anticipated in concentration emphasis
3. Project anticipated resources which might be needed

III. Concentration Program

A. Content

It is recognized that doctoral programs properly tend to be quite individualistic. Nonetheless, within any concentration area the following elements should be present in a doctoral program:

1. A conceptual base
2. Provision for inclusion of the "core common to all"
3. A "core" specific to the concentration
4. Provision for an inquiry skills requirement
5. A clearly defined major and minor tailored to needs of individual students
6. A provision for independent study research opportunities, internships, problems, etc. exclusive of dissertation
7. A provision for utilizing resources beyond the immediate boundaries of the concentration area.

To meet the requirements identified in III. A. (1 -7), the concentration proposal must:

1. Submit a concentration area position paper explicating its conceptual base
2. Identify the IIIA (2) provision
3. Identify by course number and title those courses which constitute the "concentration core"
4. Provide a syllabus and resource bibliography for each core course
5. Specify the restriction on class size (if any) for each core course

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**PROCEDURES AND CRITERIA FOR INTERNAL APPROVAL OF THE ED.D.  
AND PH.D. CONCENTRATIONS IN THE COLLEGE OF EDUCATION (cont'd.)**

6. Specify the prerequisites (if any) for each core course
7. Specify the planned frequency of core offerings; it is helpful if the frequency of non-core courses is specified as well
8. Provide two sample programs of study.

IV. Resources

A. Faculty

1. Provide vitas for all faculty affiliated with the proposed concentration area
2. Complete a faculty data table (name, highest degree earned, department affiliation, rank, Graduate School status, other concentration area affiliations, current faculty "load," specific role(s) within concentration area, tenure status, FTE)
3. Indicate the extent of additional faculty resources needed.

B. Funding

1. Indicate the extent to which the concentration will require:
  - a. no new resources;
  - b. reallocation of present resources;
  - c. new "haul money" resources;
  - d. a continuous infusion of "soft" money.

C. Library resources.

Provide specific information, e.g., number and availability of journals, books, and the like, which demonstrates that a thorough study of library resources has been accomplished.

D. Computer resources

E. Availability of internship settings

F. Support services

1. Secretarial services
2. Graduate assistantships
3. Supplies and equipment
4. Space (faculty offices, classrooms, labs, etc.)

G. Linkages with agencies and institutions outside the University of New Mexico

Approved 5/4/76, Revised: Editorial Changes Only 1/9/03

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**  
**ON-SITE DELIVERY OF GRADUATE INSTRUCTION**

The programs in the COE that wish to deliver on-site graduate work leading to the M.A. degree are hereby encouraged to develop specific programs that conform generally to the models proposed in the "Proposal for Change in Requirements for Plan II, MA. Degree."

Proposal for Change in Requirements for Plan II, M.A. Degree  
 Three Models/39 Hours

Model A: Extra Costs Borne by Outside Funding Sources

Teachers/educational workers would be released half-time to speed up delivery of the on-site portion of the program.

Summer Session, on-campus	9 hours
Academic Year, on-site 9 hours/semester,	18 hours
Summer Session, on-Campus	9 hours
Fall Semester, Supervised Internship	3 hours

Model B: Shared costs with some released time for teachers/educational workers

Teachers/educational workers would be released 10 hours per week from their regular duties. These costs would be borne by the district, although outside funding might be used.

Academic Year, Fall Semester, on-site	3 hours
Spring Semester, on-site	6 hours
Summer Session, on-campus	9 hours
Academic Year, 6 hours each semester on-site Including a Supervised Internship	12 hours
Summer Session, on-campus	9 hours

Model C: Shared costs with no released time for teachers/educational workers

Academic Year, 3 hours each semester on-site	6 hours
Summer Session, on-campus	9 hours
Academic Year, 3 hours each semester on-site	6 hours
Summer session, on campus	9 hours
Academic Year, 3 hours fall semester; 6 hours spring semester, including Supervised Internship	9 hours

Approved 3/5/74; Amended 1/12/77

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**  
**SECONDARY AND ADULT TEACHER EDUCATION**  
**ON-SITE MASTERS PROGRAM**

The program has been designed to develop master teachers and educational leaders with certain common capabilities in research application, curriculum development, instructional strategies, and multicultural education. In addition, special concentrations have been developed in all the secondary school teaching fields and in the areas of TESOL, Reading, Bilingual Education, and Adult and Post-Secondary Education.

To make it possible for educators in areas distant from UNM and unable to attend courses on campus during the regular semester, a maximum of 21 semester hours of the MA. degree program may be taken on-site. In keeping with the College of Education guidelines, it is proposed that the existing Master of Arts program be extended to a total of 39 semester hours, with 18 required hours of on-campus course work.

**Model Program**

The proposed on-site MA program will follow the regular Masters guidelines including the core program and emphasis in a teaching field or specialization.

Core

Research Applications in Education	3
Advanced Instructional Strategies	3
Principles of Curriculum Development	3
Seminar	3
Multicultural Education	3
Reading in the Content Area	3
Advanced Field Experiences	3

Emphasis

Specially arranged sequences of courses in Secondary School Teaching Fields and in the areas of TESOL, Reading, Bilingual Education, and Adult and Post-Secondary Education.

The minimum program will consist of 39 semester hours with a maximum of 21 semester hours offered on-site.

**SECTION E  
GRADUATE PROGRAMS AND CONCENTRATIONS**

**SECONDARY AND ADULT TEACHER EDUCATION  
ON-SITE MASTERS PROGRAM (cont'd.)**

Funding

The courses in the proposed on-site M.A. program will be offered by appropriate faculty. Funding will be through regular department budget or special projects funding.

Library and Material Resources

Appropriate books from the program library will be made available to on-site participants as a special reserve collection.

In addition, duplicated materials will be arranged for each course through the College of Education Materials Reproduction Center.

The library is making arrangements to duplicate books necessary for the courses offered and the delivery of same.

Needs Assessment and Program Development

The Department Chair, the Graduate Coordinator, and Graduate Committee of the department will, with the approval of the department faculty, conduct surveys of needs and negotiate program offerings with local school districts.

Based on needs, adequate numbers of qualified graduate students and supplementary funding, twenty-one semester hours of the regular M.A. program will be offered at approved sites in a planned sequence of at least one course per semester.

School districts by providing released time for teachers study, may make it possible for graduate students on-site to take more than 3 hours each semester.

In specially funded projects, full-time graduate students will be able to take 9 semester hours of on-site course work each semester.

Evaluation

The Program Graduate Committee and Graduate Coordinator will monitor all on-site graduate program offerings including, for example, the following forms of evaluation:

1. Assessment of graduate student's performance
2. Comparison studies of on-campus and on-site masters programs
3. Follow-up studies of teachers and their students

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**SECONDARY AND ADULT TEACHER EDUCATION**  
**ON-SITE MASTERS PROGRAM (cont'd.)**

Ten percent of budget amounts for on-site graduate programs will be set aside for research in order to evaluate student effectiveness and make appropriate recommendations. Results of the evaluation will be reported to the College of Education Graduate Committee each year of operation for review and for continuing approval.

Approved 11/28178, Editorial changes: division to department 2/03

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**  
**MONITORING DOCTORAL GRADUATE PROGRAMS**

1. COMMITTEE ON STUDIES

- a. Each doctoral student will be assisted by a Committee on Studies in planning the program of studies. This program should be designed to foster a thorough knowledge of the major concentration, both in depth and in breadth. It will include a minor field of 24 semester hours for the Ph.D. or 18 semester hours outside the major concentration for the Ed.D.
- b. The Committee on Studies should be appointed as early as possible. It must be appointed prior to the mid-point review and ordinarily before the student completes 24 semester hours of course work at the University of New Mexico.
- c. The Committee shall consist of at least three faculty members. The Chair shall be a faculty member in the student's major department. At least one member shall represent the minor or supporting area(s).
- d. Appointment of the Committee involves the following steps:
  1. The student arranges for an appropriate faculty member to serve as Committee Chair.
  2. The student, in consultation with the Committee Chair, selects the remaining members of the Committee.
  3. The Committee must be approved by the Program Coordinator or Program Graduate Coordinator, attested by either signature on the students Application for Doctoral Candidacy.
  4. The Committee must be approved by the Graduate Dean (as part of the "tentative" approval of the Application for Candidacy).
- e. The student has the right at any time to call for a review of the membership of the Committee. The student may request such a review by contacting the Committee Chair and/or the Program Coordinator. Any changes in Committee membership must be approved by the Program Coordinator or Graduate Coordinator, and the Graduate Dean. If the review process is not resolved, additional steps in the appeals process appear in the current University of New Mexico Bulletin.

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**MONITORING DOCTORAL GRADUATE PROGRAMS (cont'd)**

- f. The basic role of the Committee is to plan, with the student, an integrated individual program of study and research meeting general and program requirements. The Committee Chair and its members must approve the program and oversee its execution. Additional functions of the Committee include the establishment of prerequisites when needed; the recommendation of transfer of credit; the certification of proficiency in a foreign language or alternative skill; the approval of significant changes in the program of studies and serving, normally, as the core of the comprehensive examination committee.

**2. DOCTORAL COMPREHENSIVE EXAMINATION**

- a. The doctoral student in the College of Education must pass a comprehensive examination. This examination shall be written, ordinarily followed by an oral examination, and will not be limited to the areas of the students course work, but will test the student's grasp of the field as a whole. Each doctoral concentration will submit a doctoral comprehensive examination plan to the College of Education Graduate Committee for monitoring purposes.
- b. The examination may not be given until the student's Application for Candidacy has been given tentative approval; the student must be in good standing. At least two weeks prior to the planned examination, the major division must notify the Office of Graduate Studies of the examination.
- c. The examination is normally conducted by the students Committee of Studies and such other persons as are appointed by the major division in consultation with the student and with the approval of the Graduate Dean. The examining committee shall consist of at least three members.
- d. The student shall be notified of the results of the examination no later than two weeks from the date of examination. If the department anticipates being unable to meet this deadline, it must give the student written notice to this effect prior to the examination; in this event the student shall be notified of the results of the examination no later than three weeks from the date of the examination. The results of examination taken between semesters or during the summer must be given no later than two weeks after the first day of classes of the next regular semester.

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**MONITORING DOCTORAL GRADUATE PROGRAMS (cont'd.)**

- e. Results of the examination shall be reported to the Office of Graduate Studies on the form provided. If the student fails the examination, the committee shall make an appropriate recommendation regarding a possible re-examination.

**3. DISSERTATION COMMITTEE COMPOSITION**

- a. The dissertation committee must have a minimum of four members approved for graduate instruction, three of whom must hold regular, full-time appointments (one, the "cognate" member, may be from UNM or another institution).
- b. The chairperson of the committee and one other member must be regular graduate faculty members in the student's graduate unit.
- c. At least one member of the committee must be from outside the student's graduate unit.
- d. A committee may be composed of more than four members. Graduate units are encouraged to supplement the minimum committee membership described above with qualified members from outside the university.

**4. FIVE-YEAR LIMIT FOR COMPLETION OF DISSERTATION**

- a. A doctoral candidate will have five years for completion of all degree requirements from the date he or she is formally advanced to candidacy by the Dean of Graduate Studies.

**5. SEQUENCE OF PROPOSAL PROGRESSION**

- a. After having identified and researched the topic selected for the dissertation, the student, working closely with the dissertation committee chairperson, prepares a written proposal and provides each committee member with a copy of that proposal. Each doctoral program will have on file, in the program and with the Graduate Committee, program requirements for the proposal.
- b. The student is responsible for following the specific guidelines of the concentration for both proposal and dissertation, as well as the recommendation of the Office of Graduate Studies as presented in its "Thesis and Dissertation Manual".

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**MONITORING DOCTORAL GRADUATE PROGRAMS (cont'd.)**

- c. The proposal hearing is scheduled after the proposal is informally endorsed by the dissertation committee. Copies of the written proposal should be available to concentration faculty two weeks prior to the scheduled hearing. Announcements of the hearing should be distributed to all divisions and to the chair of the Graduate Committee at least two weeks prior to the hearing. For purposes of monitoring, the chair of the Graduate Committee will assign members of the Graduate Committee to attend selected proposal hearings.
- d. The proposal hearing is designed to provide the student with the opportunity to present his or her plan to the wider research community. Hence the faculty at large and other doctoral students should be invited to attend.
- e. Following the proposal hearing, the dissertation committee chair shall complete the attached "Report of Results of Dissertation Proposal Hearing". Formal approval for the student to proceed with the dissertation shall be contingent upon approval of the report by the Committee and the Division Director and compliance with 1 below.
- f. When human subjects, as defined in the policies on Research with Human Subjects, are used in doctoral research, approval of the UNM Institutional Review Board is required prior to pursuing the study.

**6. SEQUENCE OF DISSERTATION PROGRESS**

- a. It is recommended that the candidate and the committee agree on a procedure for sharing and reviewing dissertation drafts. Ordinarily, the candidate and chair will work together revising dissertation drafts before submission to each of the members of the committee for review and recommendations.
- b. The final oral examination is scheduled after the entire dissertation has been drafted and read by the chair and all committee members, and recommended changes have been incorporated.
- c. The final doctoral oral examination is scheduled by the dissertation committee and the graduate unit. The Office of Graduate Studies and COE Faculty must be notified at least two weeks prior to the intended oral examination date.

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**MONITORING DOCTORAL GRADUATE PROGRAMS (cont'd.)**

- d. Two copies of the committee-approved dissertation and two copies of the abstract must be submitted to the Office of Graduate Studies within the deadline dates. The candidate is responsible for supplying a bound copy to the dissertation committee chair and a copy to each committee member. One bound copy is also to be provided for division files.

Adopted 10/27/81; Amended 4/24/90

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**GRADUATE ADMISSIONS PROCEDURE**

Admission to graduate programs in the College of Education should be contingent upon formal screening procedures monitored by the department which operates the program.

Approved 2/9/71, Editorial Change Only, 1/9/03

**SECTION E  
GRADUATE PROGRAMS AND CONCENTRATIONS**

**ADMISSION TO GRADUATE PROGRAMS**

All graduate programs in the College will develop a written admissions policy.

Procedures for implementing such a policy should include review of all applicants by program faculty and a process that allows faculty to vote on each applicant. Should a committee be charged with initial screening of applicants, this committee must consist of a minimum of three faculty who present the results of the screening process to be voted on by all program faculty.

Approved 11/66; Amended 2/9/71; 4/3/73; 4/25/95

**Standard 1 IA, 25B of NCATE Standards states:**

Criteria for admission to all graduate programs must include an assessment of academic proficiency that included GPA and a standardized test or alternative assessment, as well as faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited institution.

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**DOCTORAL LEVEL INQUIRY SKILLS**

It shall be the responsibility of the Committee on Studies to insure that each candidate for the doctorate (Ph.D.) possesses necessary and relevant skills for the conduct of scholarly inquiry in the major field or discipline. Such skills should further the candidates professional development and should be central to the practice of inquiry in the discipline.

Competence in inquiry skills may be achieved and demonstrated in various ways, but must conform to the following guidelines:

1. Working with the candidate, the Committee on Studies shall develop an explicit plan for the development of appropriate inquiry skills. A written description of the plan shall be appended to the students Program of Studies (Application for Doctoral or MFA Candidacy form) listing coursework to be taken, as well as other internship, development, and mentoring activities.
2. Inquiry skills shall be defined as competencies, proficiencies, or abilities necessary for the conduct of scholarly activity in the candidates chosen field or discipline. Such skills might include, for example, a second language, areas such as research design, research methods, data analysis methods, development of data collection instruments, or technological skills.

Confirmation of these skills is documented to OGS on the Certification of Language or Research Skill Requirement form (Option: Other).

Approved 1/14/98

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**DOCTORAL MIDPOINT REVIEW**

In order to assess the validity of the admission decision, it shall be the policy of the COE to require a mid-point review of all students enrolled in doctoral studies in the COE. Such mid-point reviews shall be designed and conducted by the several concentration faculties.

Designs shall be submitted to the COE-GC for approval: outcomes of such mid-point reviews shall be reported to and approved by the COE-GC and filed with the Office of the Dean of the COE and such other offices as appropriate. It is intended that the midpoint reviews when approved will replace intermediate status in doctoral concentrations.

Approved 4/22/80

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**TEN YEAR LIMIT FOR GRADUATE STUDENTS**

As a general rule, of the 72 hours required for the Ph.D. and Ed.D. degrees in Education, 48 hours plus dissertation shall be completed within a ten-year period immediately prior to awarding of the Degree.

Approved 4/22/80

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**LIMITATION OF CREDIT HOURS IN PROBLEMS, WORKSHOPS, AND  
DIRECTED READINGS**

Of the 72 semester hours of graduate work (exclusive of dissertation credit) required, not more than one-third (24 hours) may be problems, directed readings, and/or workshop credit. Any hours beyond the 72 semester hours will not be subject to this limitation.

Approved 4/25/78

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**DOCTORAL MINOR**

In-College minors may be approved for doctoral programs.

Approved 6/3/68

The concentration faculty which offers the courses used in the doctoral minor will be the group to determine the nature of the minor when the non-composite option is used in a students program.

Approved 9/27/77

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**

**DISSERTATION CREDIT GRADING**

Students enrolled for dissertation credit will receive a grade of PR (Progress) provided that during the course of the semester the student has exhibited "substantive progress." "Substantive progress" is hereby defined as a body of written material submitted for review, or intensive interaction which bears promise of the subsequent production of written material. Students not exhibiting "substantive progress" shall receive an NC (No Credit). The accumulation of three NC's shall be grounds for dismissal from the program in accord with Graduate School Policy.

Approved 8/17/77

**SECTION E**  
**GRADUATE PROGRAMS AND CONCENTRATIONS**  
**GRADUATE STUDENTS TEACHING GRADUATE COURSES**

Courses offered for graduate students shall not be taught by graduate students at UNM.

Divergence from the policy shall be rare. Prior to any exception, the Division Director shall:

- a. Attempt to utilize a regular faculty member by changing assignments;
- b. Attempt to utilize a qualified non-faculty, non-student, area resident, preferably one holding the doctorate;
- c. Consider the cancellation of the course for the summer or semester;
- d. Inform the appropriate Associate Dean and obtain approval before any commitment to the graduate student is made;
- e. Inform the Graduate Dean and obtain approval before any commitment to the graduate student is made.

Adopted 2/28/78

**SECTION F  
MISCELLANEOUS**

**MISSION STATEMENT**

**University of New Mexico  
College of Education**

**Our Vision**

*Excellence and Diversity through People, Ideas and Innovation*

**Our Mission**

Our mission is the study and practice of education through teaching, research,  
and service.

We:

- address critical education issues;
- test new ideas and approaches to teaching and learning;
- educate professionals who can
- facilitate human growth and development in schools, homes, communities, and workplaces, and
- prepare students for participation in a complex and challenging society.

In carrying out our mission we value:

- **excellence** in all that we do;
- **diversity** of people and perspectives;
- **relationships** of service, accountability, collaboration, and advocacy;
- the discovery, discussion, and dissemination of **ideas**;
- and **innovation** in teaching, technology, and leadership.

**SECTION F  
MISCELLANEOUS**

**MISSION STATEMENT (con't.)**

The mission of the College of Education is to advance the quality of educational experience for all learners. We strive to create dynamic, model programs of interdisciplinary and multidisciplinary education that exemplify effective practice and scholarly inquiry, recognizing the interactions of theory, research, and reflective practice.

The College engages in the development of educational theory and practice and in scholarship essential to the enhancement of collaborative learning and teaching in a multicultural society.

The scholarly work of the College extends to include the community at large through collaboration with schools, families, social services, businesses, public policy makers, and governmental agencies, and is responsive to the evolving needs of these external constituencies.

Adopted 9/94; 2/95

**SECTION F  
MISCELLANEOUS**

**POLICY ON POLICIES**

1. No new policy shall be adopted by the faculty of the College until the Faculty Committee and/or the Deans Office has provided written assurance that the policy is compatible with existing policies, unless the adoption of the new policy explicitly repeals established policies with which the new policy conflicts. (Grandparent provision: If, at the time a policy on policies is adopted, the College records indicate that existing policies are incompatible, it shall be presumed that the most recent policy is the operative one.)
2. All policy decisions shall be brought to the faculty through the Faculty Committee, which shall recommend approval, modification, or disapproval. All program changes shall be considered policy changes, except for matters deemed merely editorial in nature by the appropriate Associate Dean.
3. The Dean of the College of Education, in consultation with the Chair of the Faculty Committee, shall annually compile and distribute (to the Faculty Committee and to the Administrative Council) all operative policies of the College faculty except those pertaining to curriculum (which shall be deemed to be published in the University's Bulletins). In addition, the Office of the Dean shall annually distribute to all faculty members a document setting forth the membership and responsibility of all standing committees.
4. When the College of Education faculty policies are in conflict with University-level policies, the latter shall be operative unless there are express provisions to the contrary. Within the College, a policy which is more restrictive than the policy of the next level above is not considered a conflict in policy. Lower levels may adopt more stringent standards than the next level above, but may not diminish the standards set by higher levels, unless there are express provisions permitting such diminishment.

Approved 4/24/90

**SECTION F  
MISCELLANEOUS**

**APPOINTMENT AND CONTINUATION IN OFFICE OF DIVISION  
DIRECTORS**

PREAMBLE: The following policy guidelines will be utilized for the appointment, periodic review and terms of office of division directors of the College of Education, The University of New Mexico.

1. An evaluation shall be made of all directors by January 1, 1971, by both administrators and faculty members to determine the appropriateness of their continuation in office. Evaluative criteria will be established by the individual departments for their chairmanship. Deans of the various colleges will be responsible, in this evaluation, for implementing the procedures as set forth in paragraph 3
2. Terms of office, which may be renewed, are subject to the following procedures:
  - (a) Both the initial appointments and. reappointments to terms of office are to be made by the Dean after consultation with division faculty and such other persons as s/he shall see fit;
  - (b) In the case of appointment to divisions conducting graduate programs, consultation with the Dean of the Graduate School will also be included;
  - (c) The consultation with division faculty shall include the taking of a vote by secret ballot on any potential appointment;
  - (d) Reappointment must also be subject to the stated willingness of the director to continue in that position.
3. It shall be understood that a policy of terms of office for directors does not abrogate the long-standing policy of the University that directors serve in any college at the pleasure of the dean of that college. This means, simply, that directors may resign or may be replaced during a term of office.

Adopted 10/6/70

**SECTION F  
MISCELLANEOUS**

**NORTH CENTRAL ASSOCIATION**

We hereby affirm our conviction that our acceptance of the responsibility [for the North Central Association] has been a means to the end of one of our most effective services to, and functional relationships with, the public schools of New Mexico and does and should continue to be accorded high priority among the services to be offered by the College.

Adopted 5/2/72

**SECTION F  
MISCELLANEOUS**

**UNIT ON CULTURAL DIVERSITY IN EDUCATION**

That the faculty designate the preparation of personnel for the multi-cultural educational situations of our state and region as a purpose of high priority among the goals of the College. In addition, that the faculty endorse the creation of a new administrative unit in the college which will be charged with achieving the following purposes in line with this priority:

1. To insure that every student in the College of Education acquires at least a minimum understanding of the ethnic minority groups and the economically disadvantaged groups in New Mexico and the Southwest and of the influences which social class and cultural differences have on the learning of children and youth.
2. To provide for those students who choose them, special opportunities for learning to work and teach effectively in multi-cultural and multi-class settings.
3. To recruit and enable students who come from ethnic minority groups or economically disadvantaged backgrounds, or other students who may wish to undertake the extra effort involved, to become competent bicultural or multi-cultural educational personnel.

Approved 11/11/69

## SECTION F MISCELLANEOUS

### USE OF EARNED OVERHEAD RETURN FUNDS

#### Introduction

The College of Education Faculty Committee, based on an interest in stimulating research and development activities of the College, reviewed uses of College of Education Earned Overhead Return Funds and made recommendations for the utilization of those funds to further the research and development capabilities and efforts of College faculty.

This document represents an analysis of needed policies, criteria, and processes for judicious use of these funds to stimulate research and development activities by College faculty and to generate new externally funded programs.

#### Premises for Funding

Although there are many worthy activities that could be supported with the overhead allocation funds, the following five objectives are recommended for consideration:

1. *Stimulate New Research Efforts.*  
Often, in order to obtain grant or contract funds from federal or foundation sources, the researcher must show previous experimental and/or development work in the area. Funds for the conduct of such studies have previously been available only through the relatively small University Faculty Research fund. The competition for funds is University-wide and the regulations are somewhat restrictive.
2. *Develop and Maintain Information Networks.*  
The major goal of such a network would be to ensure that faculty with specific research interests are made aware of the availability of external funding sources in their interest areas. A second goal would be to keep the College faculty aware of local research planned or in progress to encourage cooperative and interdisciplinary efforts in areas of common interest.
3. *Provide Technical Support for Grant Development and Operation.*  
Preparation of grant and contract proposals requires a broad range of expertise in such areas as management, design, and computer analysis, as well as content knowledge in the area of the research undertaken. Partial funding of current faculty with skills in these areas is a possible solution. In addition, grant operation requires such mundane items as desks, chairs, and typewriters, funds for which typically cannot be included in the grant.

**SECTION F  
MISCELLANEOUS**

**USE OF EARNED OVERHEAD RETURN FUNDS (cont'd.)**

4. *Provide Travel Support for the Promotion of Potential Research Grants and the Dissemination of Results.*

Consultation with pertinent to officials in foundation and federal agencies is often necessary in grant and contract preparation when seeking new or continuing funds.

Further, most grants and contracts require a dissemination plan. Both of these activities require travel for which minimal funds are available in the College or University budgets.

5. *Provide for Faculty Development.*

There is a constant need to update research skills and to keep abreast of major issues in the field. A less expensive alternative to individual faculty travel is to bring researchers to campus to assist faculty members in the development of embryonic research ideas. This might be done via an annual College of Education research conference.

Faculty also can be kept abreast of major developments and refine research skills via a series of short courses and/or colloquia.

Adopted 2/27/79

**SECTION F  
MISCELLANEOUS**

**GUIDELINES FOR TIREMAN COLLECTION DEVELOPMENT**

The purpose of Tireman Library is to serve as a Curriculum materials library for the College of Education. "Curriculum materials" are defined as materials which have as their primary audience child and adolescent learners, as well as adult basic learners in formal and informal educational settings. This should include not only materials marketed to schools as texts, but also a wide range of trade materials such as children's literature, non-print materials, and computer software. Materials which have as their primary audience teachers and other educational professionals are to be housed in Zimmerman Library (see note below).

Curricular areas are those such as language arts and literature, reading, foreign language, multicultural education, ESL and bilingual education, science, math, educational technology, social studies, special education, library science, art, music, health, and physical education. The collection is intended to support the Colleges programs by providing examples of recent, high quality materials. While Tireman's collection is not historical in nature, important historical examples of high quality materials (including especially materials related to education in the Southwest) should remain as part of the UNM General Library's collection.

Note: Materials for teachers which are expressly tied to materials for students (such as teachers guides in textbook series) should be kept with the student materials in Tireman.

Adopted 4/23/91

## SECTION G STUDENTS

### STUDENT PETITIONS AND GRIEVANCE PROCEDURE

*The following guidelines are established and in accord with the UNM Student Standards and Grievance Procedures (SSGP). The guidelines were approved August 1987 by the UNM Board of Regents.*

The COE Petitions and Grievance Committee (SPGC) is established (as directed in Article 2, Section 3, Paragraph 4, SSGP) to provide procedures for the resolution of disputes between students (graduate and undergraduate) and faculty and staff of the College of Education.

Disputes involving discrimination or sexual harassment will be referred to the Office of Equal Opportunity (OE0).

The following categories of dispute will be addressed within the College.

- a. Appeals of COE admission rejection from programs or departments.
- b. Appeals of dismissal from COE programs, student teaching, block programs, or regular classes.
- c. Appeal of grades.
- d. Grievances relating to conflict with an instructor or a program or division concerning professional conduct or program or division policies.
- e. Academic Dishonesty. The procedures of SSGP, Article 3, shall be followed.

#### Procedures

The appropriate procedural steps for student grievances in the College of Education are as follows:

- a. Informal resolution (UNM SSGP, Article 2, Section 2.2)
  - 1 The student should first try to resolve the grievance informally by discussing the grievance with the faculty or staff member as soon as reasonably possible after the student becomes or should become aware of the matter. If the student and faculty or staff member cannot reach agreement, the student should discuss the grievance with the chair of the department or division or with the staff member's supervisor.

## **SECTION G STUDENTS**

### **STUDENT PETITIONS AND GRIEVANCE PROCEDURE (cont'd.)**

2. If the grievance is still not resolved, the student should discuss the grievance with the appropriate Dean. When the dispute arises from a particular course, the division director of the division offering the course is the place to begin the informal discussions.

(In these informal discussions, the chair, supervisor, or Dean is encouraged to actively mediate the dispute. In particular, he or she should talk to both the student and the faculty or staff member, separately or together, and should examine any relevant evidence, including written statements the parties wish to submit.)

3. These informal discussions shall be completed within four weeks after the student becomes or should become aware of the matter.

#### **b. Formal Appeals**

If the informal discussions do not resolve the grievance, the student may bring a formal appeal using the procedures set forth in the following sections. This appeal process shall begin within one week following the conclusion of the informal discussions.

1. The student shall make a written complaint (see attached form) to the Dean as defined in Article 2, Section 2.2.1 of the UNM SSGP. The complaint shall describe the grievance, including a statement of what happened, and the student's reasons for challenging the action or decision. The complaint shall also describe the student's attempts to resolve the grievance informally. The student may attach copies of any relevant documents. The student shall send copies of the complaint to the faculty or staff member and his or her chairperson or supervisor.

The faculty or staff member shall have two weeks to respond in writing to the Dean of the College.

2. The purpose of the College SPGC is to assist the Dean of the College of Education in holding a hearing and/or to otherwise evaluate the dispute and send its recommendations to the Dean (UNM SSGP, Section 2.3.3). The College SPGC will meet and review all materials presented by both sides in the dispute as requested by the Dean of the College.

**SECTION G  
STUDENTS**

**STUDENT PETITIONS AND GRIEVANCE PROCEDURE (cont'd.)**

3. In deciding the appeal, the Dean shall receive and review any written evidence of statements submitted by the parties, and shall provide both parties the opportunity to review and respond to all evidence. The Dean shall interview each party and may interview other persons with relevant information. At his or her discretion, the Dean may decide to hold an informal hearing involving both parties and any witnesses. Where the dispute primarily concerns factual questions, rather than matters of academic judgment, the Dean should normally hold such a hearing. If a hearing is to be held, the Dean will give the parties five days notice. The student and/or faculty member shall be allowed to bring an advisor to the hearing, but legal counsel shall not be permitted. Cross-examination of witnesses shall be permitted, but the Dean may require that questions be directed through the Dean.
  4. The Dean shall issue a written decision explaining his or her findings, conclusions, and reasons for the decision. The decision shall be sent to each party, and to the chairperson or supervisor of the faculty or staff member and to the College SPGC chairman. The decision shall be made within three weeks after the complaint is filed, unless an informal hearing is held, in which case the decision shall be made within four weeks.
  5. Either party may appeal the Deans decision within two weeks to the Provost. The Provost or his or her designee shall resolve the grievance utilizing any procedures available to the Dean set out above. The division director, Dean or Provost shall not overrule a faculty member's academic judgment. However, upon the students request, the decision in the case shall be included in his or her student folder, on file in the Records Office. The Provost at his or her discretion may refer the matter to the Faculty Ethics and Advisory Committee for consideration of disciplinary action against the faculty member involved, if such action appears warranted.
- c. Summary of Time Table. The following Time Table is in effect only during regular semesters. Semester breaks and summer sessions are excluded.
- |                                                           |             |
|-----------------------------------------------------------|-------------|
| 1. Informal discussion at instructor or division level    | Four Weeks  |
| 2. Formal Appeal at the College level (without a hearing) | Three Weeks |
| 3. Formal Appeal at the College level (with a hearing)    | Four Weeks  |
| 4. Formal Appeal to Provost                               | Two Weeks   |

Approved 4/4/87; 4/88; 5/94; 5/95

**SECTION G  
STUDENTS**

**STUDENT PETITION/GRIEVANCE FORM**

To: Dean, College of Education

From: \_\_\_\_\_(Please Print)  
(Last Name) (First Name)

Social Security Number: \_\_\_\_\_

I hereby request that:

Reasons supporting my request:

Informal resolution attempts (individuals and dates):

Attach any appropriate documentation.

\_\_\_\_\_ Date: \_\_\_\_\_  
Student's Signature

Division  
Recommendation \_\_\_\_\_ Date: \_\_\_\_\_

College Action \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION G  
STUDENTS**

**PARTICIPATION IN CONVOCATION CEREMONY**

In order to be eligible to walk in any College of Education Convocation, the student must have fulfilled the following requirements:

1. All coursework is completed by the day of Convocation,
2. Comprehensive examinations are passed,
3. Thesis or dissertation has been successfully defended (minor editorial changes only remain).

Adopted 11/28/97

**SECTION G  
STUDENTS**

**ACADEMIC PROBATION**

Those students on probation whose SCAT scores (stanines) are 4 or lower or who's ACT scores (percentiles) are below 40 shall be limited to 12 hours until such time as their grades are consistently good. Persons without test scores shall also be limited to 12 hours until such time as the test scores are available.

Programs in excess of 12 hours may be approved for students on probation with SCAT stanines of 5 or greater or ACT percentiles of 40 or better when in the advisors judgment the student seems ready to prove his/her ability and willingness to work (concurrence by the Division will normally be sought).

Approved 4/1/69

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**  
**POLICY ON POLICIES FOR TEACHER LICENSURE**

*Approved 5/07*

**SECTION H  
TEACHER EDUCATION/LICENSURE**

**COLLEGE OF EDUCATION TEACHER EDUCATION TESTING POLICY**

Effective July 1, 1983 all students seeking admission to a teacher education program at the University of New Mexico must demonstrate proficiency in the basic skills of reading, writing, and mathematics. Proficiency can be demonstrated by satisfactory performance on written tests, or by a combination of test scores and other evidence of basic skill proficiency.

The College of Education will discontinue use of the present test battery which consists of the Comparative Guidance Program tests in reading and math computation and the Communication Skills Test and substitute Educational Testing Services Pre-Professional Skills Test (PPST). An alternative route for the basic skill proficiency will be used for Post-Baccalaureate and graduate applicants utilizing parts of the Communications Skills and General Knowledge tests of the NTE core battery.

The students who have ACT scores of twenty two (22) or over on English — Math will be exempt from having to establish basic proficiency in reading and math by taking the CGP[PPST] tests and may substitute their ACT scores.

To qualify as having established basic skill proficiency in reading and math, the following scores must be achieved on the Pre-Professional Skills Test (PPST):

Reading (R)	172
Math (M)	172
Writing (W)	172

Students who fail to demonstrate proficiency in one or more of the three areas shall not be admitted to a teacher education program and shall not be permitted to enroll in professional education courses at the 300 and 400 levels. (Transfer students in their first semester shall be permitted to enroll in such courses in that semester only; subsequent enrollment will require demonstration of proficiency in the basic skills areas above.)

Students who fail to demonstrate proficiency may, if they wish, retake the PPST and may submit the new results unprejudiced by prior results for consideration for application to a teacher education program.

Satisfactory demonstration of proficiency in basic skills shall not be construed as sufficient evidence of admissibility. Other criteria, including capacity, shall continue to be important factors in admission decisions.

**SECTION H  
TEACHER EDUCATION/LICENSURE**

**COLLEGE OF EDUCATION TEACHER EDUCATION TESTING POLICY  
(cont'd.)**

The Dean shall annually report in September to the faculty on the following matters:

- (1) for each teacher education program, the numbers of students who submitted evidence of basic skills proficiency and the number of students who met the standards required for admission, such data to include separate analyses for Anglo, Hispanic, and American Indian candidates; and
- (2) the availability of other instruments and mechanisms for assessing basic skills proficiency.

Alternate Testing Policy: Students who have taken and passed English 102 (or its equivalent for transfer students) at UNM with a C or better and have not passed the PPST Writing (W) test with a score of 172 or better are eligible to qualify on alternate tests of reading and writing. The alternate tests are the Degree of Reading Power (DRP) for reading and the UNM-ESL Writing Test.

1. The qualifying score of reading proficiency on the DRP is set at a raw score of 51.
2. The qualifying levels of writing– proficiency on the one-hour writing sample are set at a score of 9.00 on the "usage correctness" and a score of 4 on the "content and organization" of the essay using the criteria for scoring the PPST.
3. Students who pass via the alternate route will be followed for a period of two years. During this trial period their subsequent performance will be compared with that of the group passing the PPST writing (IN) and the PPST reading (R) including the grades and scores on the National Teacher Examination, particularly in the area of "communication skills." The results of these validation procedures will be reported in detail to the faculty.

Approved 1/11/84 Amended 9/4/84; 2/26/85; 4/22/86; 4/25/89

**SECTION H  
TEACHER EDUCATION/LICENSURE**

**NATIONAL TEACHER EXAMINATION**

To gather data on certain aspects of student's knowledge, the College of Education will require all teacher education program students seeking a certification recommendation from the College to take the National Teacher Examination effective spring 1992.

Adopted 1/26/82

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**

**GRADE POINT POLICY**

For admissions to teacher education programs, a 2.5 grade point average is required.

Adopted 4/28/87

For the purpose of establishing eligibility for admission to teacher education at UNM, the required 2.5 grade point average may be calculated on the last 60 hours of coursework at UNM.

Adopted 10/25/88

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**

**CORE COURSES: TEACHER PREPARATION**

1. Every program of studies leading to teacher licensure shall include six (6) hours of required courses and supporting learning experiences dealing with the "core" areas of study, Learning in the Classroom and Human Growth and Development, as defined by the Educational Psychology Program in cooperation with the faculty in the teacher preparation programs in the various divisions.
2. The Educational Psychology Program will continue to improve the courses now offered in these "core" areas (Ed Psy 303, Ed Psy 310) and will develop a six-hour block that includes content in the areas listed above as well as in the historical, philosophical, and sociological foundations of education.

Adopted 5/4/71; Amended 11/27/79; 4/28/87; 5/11/89 4/24/90

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**

**ADMISSIONS REQUIREMENTS:**  
**COLLEGE OF EDUCATION TEACHER LICENSURE PROGRAMS**

Minimum Requirements for Admission to Teacher Licensure Programs

Students who do not meet all of the following criteria should meet with the Director of Teacher Education to develop a diagnostic assessment which may aid them in meeting the criteria. Due to the competitive nature of admissions and the high expectations for future teachers, it is possible for a student to meet the minimal admissions requirements and still not be accepted into a teacher licensure program.

1. Minimum GPA: 2.5 Overall    **or**    2.5 for the last 60 hours
2. Satisfactory performance on the **appropriate skills tests**.

A. Acceptable Skills Tests

*PRE-Professional Skills Test (PPST)*

Scores of 172 or above on Reading, Math, and Writing sections

**OR**

*ACT/SAT*

Scores of 22 or above in Math and English **or** equivalent  
SAT scores (Math: 480-490; English 460-480)

**OR** (for post-baccalaureate applicants only)

*National Teachers Examination*

Scores of 644 in Communication Skills and 645 in General Knowledge

B. Alternatives to the PPST only

Near Miss (defined as making a score of 169 to 171) **plus** the following is equivalent to a passing score

**SECTION H  
TEACHER EDUCATION/LICENSURE**

**ADMISSIONS REQUIREMENTS:  
COLLEGE OF EDUCATION TEACHER LICENSURE PROGRAMS (Cont'd)**

<u>Reading</u>	<u>Math</u>	<u>Writing</u>
3.0 GPA in at least 30 hours	grade of "C" or better in college level math	grade of "C" or better in English 102

- C. Those who score less than 169 or who do not complete the course or meet the GPA for the Near Miss:

<u>Reading</u>	<u>Math</u>	<u>Writing</u>
Degree of Reading Power Test (untimed)	Skill Exemption Test (Untimed)	UNM/ESL Test (90 minute limit vs. 30 minute limit on the PPST)

Pass = Successfully comprehend material at the College level  
Pass= grammar and usage

3. Complete a Satisfactory Writing Sample
4. Demonstrate multicultural experience/knowledge
5. Demonstrate experience with children and/or youth
6. Satisfactorily complete designated courses (if applicable). See program area for specific requirements.
7. Submit three letters of recommendation from previous teachers or supervisors in child/youth related experiences.
8. Satisfactorily complete an interview with faculty in the major program and/or attain a minimum grade of B in the pre-education courses required by the major program.

Approved 3/28/95

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**

**POST-BACCALAUREATE PROGRAM REQUIREMENTS**

Revision of General Education Requirements for Post-Baccalaureate Students seeking teaching licensure to:

Fifty-four to fifty-seven hours minimum:

- |                                                                     |     |
|---------------------------------------------------------------------|-----|
| 1. Communication Arts                                               | 12  |
| 2. History (must include American History and Western Civilization) | 12  |
| 3. Mathematics                                                      | 6-9 |
| 4. Social Studies                                                   | 6   |
| 5. Science                                                          | 12  |
| 6. Fine Arts                                                        | 6   |

Adopted 4/28/87; Amended 4/25/95

**SECTION H  
TEACHER EDUCATION/LICENSURE**

**FIRST YEAR TEACHER SUPPORT PROGRAM**

Be it resolved that the faculty of the College of Education accepts the concept of supporting our first year graduates who are currently teaching the Albuquerque Public Schools by using the existing APS/UNM Teacher Induction Program and expanding it to include all College of Education first year graduates who are teaching in the Albuquerque Public Schools, as soon as resources become available.

Be it further resolved that should further funding become available through the Board of Educational Finance or through cooperative agreements with the districts themselves, the College of Education would service all of its graduates who are first year teachers throughout the State of New Mexico.

Approved 1/26/85

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**  
**LIABILITY INSURANCE FOR STUDENTS**

The Faculty of the College of Education should require liability insurance, with minimum coverage of \$50,000, of every student in the College of Education and of those students who are not in the College who are working in educational agencies and institutions under the aegis of the College of Education.

Approved 9/8/70

## SECTION H TEACHER EDUCATION/LICENSURE

### PROPOSAL FOR THE ESTABLISHMENT OF ON-SITE TEACHER EDUCATION PROGRAMS

The University can become accessible in two ways: first, by making the administration and policy changes necessary to attract to its campus an increasingly heterogeneous student body; and second, by making the administrative and policy changes necessary to take the University to the communities of the State.

It is clear that the University has not been conspicuously successful in attracting to its campus an increasingly heterogeneous student body. In a recent newspaper article, Regent President Calvin Horn was quoted as saying, "The University of New Mexico draws only 16 percent of its freshmen from the some 100 high schools throughout New Mexico outside of the Bernalillo County area, even though those high schools produce 47 percent of the graduating seniors each year." Regent Horn stated that "UNM is a State University. The State University... owned and supported by the taxpayers of the entire State. Granted that a good many of them live in Bernalillo County. But UNM is the States University, not Bernalillo County's exclusively.

Regent Horn's comments suggest that, for the most part, the needs of New Mexico youth outside the Bernalillo County area are not being adequately met by the University of New Mexico. Regent Horn suggests that active recruitment of this group would be useful in helping the University student body become more representative of the population of the State. He also called for the University to be more informative on its grant and scholarship programs. As useful as these suggestions are, it is doubtful that they would significantly alter the composition of the student body. The reason for this is that the population referred to by Regent Horn is primarily rural, primarily poverty-bound, and of minority ethnic and racial origin. In effect, these are the youth for whom the University is an alien institution.

The population Regent Horn is *referring to can* be served most effectively by taking the University to the communities of the State, a responsibility which the University as a whole has failed to accept. What little has been done by way of meeting the needs of the people of the State who reside outside of the Bernalillo County area has been done largely through the Extension Division, through the branch colleges and through the efforts of a few colleges and departments on campus. With regard to the later, among the most noteworthy achievements are the paraprofessional associate of arts programs offered by some departments in the College of Education.

During the past several years, various departments in the College of Education have provided on-site associate of arts level courses to hundreds of students throughout the

1. *The Albuquerque Journal* November 13, 1973

## **SECTION H TEACHER EDUCATION/LICENSURE**

### **PROPOSAL FOR THE ESTABLISHMENT OF ON-SITE TEACHER EDUCATION PROGRAMS (cont'd.)**

State. These are students whose location, work, and family responsibilities preclude the possibility of their coming to the University for long periods of study. Many of these students have compiled distinguished academic records and have the potential to become excellent classroom teachers. As important as these on-site efforts have been, they have not gone far enough toward helping rurally located groups received equal educational opportunity. This is particularly true with regard to on-site programs which terminate with the awarding of the Associate of Arts degree and leave the student with little hope of continuing his/her education without undergoing serious cultural, geographic, familial and employment dislocation. It is felt that the means must be developed to continue to take the University to these students in their communities so that they might be encouraged to continue their education, complete their baccalaureate degrees and earn full teacher certification.

In New Mexico, the problem of delivering educational services to rural areas is complicated by the nature of the rural population. Not only must the University solve problems related to geography, but it must also solve the problem of meeting the special educational needs of a population that is primarily of minority ethnic and racial composition.

For the most part, the model of teacher education under which the University presently operates is concerned with the preparation of middle class English speakers for urban schools. Teacher preparation programs for minority ethnic and racial populations require the preparation of bilingual-bicultural teachers for rural settings. Only when teacher preparation programs are located on-site can students experience the life conditions of the school and community and work on meaningful solutions to educational and social problems. Specifically, teacher preparation programs for rural minority ethnic and racial populations should:

1. Reinforce the cultural background of the students;
2. Have community development impact in terms of leadership development;
3. Assure that the students will have a full awareness of the social and educational needs of the community and the implications of these for the education of the children of the community.

In order for on-site teacher education programs to most effectively serve the populations for whom they are intended, some alternation of current University policy is necessary. For example, current University regulations with regard to resident study require that (1) at least half of the major must be earned in residence; and that (2) at least one-fourth of

## **SECTION H TEACHER EDUCATION/LICENSURE**

### **PROPOSAL FOR THE ESTABLISHMENT OF ON-SITE TEACHER EDUCATION PROGRAMS (cont'd.)**

the minor must be earned in residence. Other restrictions with regard to the amount and nature of credit which may be earned through the Extension Division and the branch colleges impose additional limitations on the amount and nature of credit which may be taken off-campus. These regulations work a special hardship on those who are least able to spend large amounts of time away from their families, their communities, and their work. Further, the current Catalog defines resident study (or residence work) as "enrollment in courses on the campus or in courses off-campus which are allowed by special action to count as credit, or distinguished from correspondence or extension credit." It is clear that the current University regulations, taken together, seriously limit both the amount and nature of credit which may be earned in an on-site teacher education program. If the concept of on-site teacher education is to be effectively implemented, at least two changes must be made in University policy. First, students must be permitted to take the great majority of the course work toward the baccalaureate degree in on-site teacher education programs. For discussion purposes, it is suggested that students enrolled in on-site teacher education programs be permitted to complete all but two summers course work on-site. Second, that the University regard all course work taken in on-site teacher education programs as meeting the requirements of undergraduate residence study.

With the exception of the two foregoing policy changes, no other modifications of existing University policies regarding admission, advisement or graduation are suggested. Students enrolling in on-site teacher education programs would be expected to meet the same criteria as students enrolling in on-campus undergraduate degree programs. To further ensure quality education, it is suggested that a minimum of 75% of the course work offered at a teacher education center be offered by University and College faculty. Further, it is suggested that the location and establishment of a teacher education center be subjected to certain criteria. These might include:

1. A geographic area in which there is a significant number of qualified students interested in teacher education.
2. A community that is willing to work closely with the College of Education in developing a community-based teacher education program.
3. The availability of adequate facilities in the form of classrooms, public school laboratory settings, and housing for faculty, staff, and students.

Endorsement of the concept of on-site teacher education centers is seen as enabling and not mandating. That is, it enables those divisions which have outside funds and those divisions wishing to commit regularly allotted State funds to rural education to do so. It

**SECTION H**  
**TEACHER EDUCATION/LICENSURE**

**PROPOSAL FOR THE ESTABLISHMENT OF ON-SITE TEACHER  
EDUCATION PROGRAMS (cont'd.)**

also makes possible inter-divisional and inter-college efforts in the area of rural teacher education.

It is felt that in order to meet the needs of the people of New Mexico; the College of Education must have the flexibility to take its programs to the communities.

Approved 3/5/74

## SECTION I UNDERGRADUATE PROGRAMS

### CORE CURRICULUM

Unless exceptions are granted, all undergraduate students are required to complete the Core Curriculum which was passed by the Faculty Senate at its meeting on April 14, 1998. This Curriculum is outlined in the document below. This document consists of two sections: 1) Catalog material that should be included under Bachelor Degrees (on p. 31 of the 1997-99 University of New Mexico Catalog), replacing the material under Core Curriculum on p. 22 and point 5 under Bachelor Degrees on p. 31; 2); and Implementation endnotes that are an integral part of the document and the implementation of core curriculum, but which are not to appear in the catalog. The core curriculum is to apply to all bachelor degree students', freshman, transfer or reentering, entering the University of New Mexico in Fall 1999 or later. [Only the catalog copy is reproduced below. Superscripts indicate implementation endnotes.]

#### **Catalog Copy**

The University has adopted a Core Curriculum which all undergraduate students must complete as part of their baccalaureate program. The Core consists of several groups of courses designed to enhance each student's academic capabilities. Its goal is to give all students at the University a grounding in the broad knowledge and intellectual values obtained in a liberal arts education and to assure that graduates have a shared academic experience. The required courses encourage intellectual development in seven areas of study: writing and communication; social and behavioral sciences; mathematical reasoning; scientific methods in the physical and natural sciences; the humanities; the fine arts; and languages. The Core consists of lower-division courses which develop these skills and abilities and students are strongly encouraged to complete the program early in their college careers. However, the University recognizes that the highly structured nature of many degree programs and the presence of numerous transfer and nontraditional students require flexibility on its part and the substitution of other courses for Core requirements will be allowed on a case by case basis. Transfer and reentering students (2) will receive advising in the college and department to which they are admitted in order to establish an appropriate program which will meet their needs and the aims of the Core (3)

**Approval of exceptions is handled on a departmental and college basis.** (4)

Except as noted below, students may apply AP or CLEP credit to the Core requirements.

**Departments and colleges may restrict student choices within the Core to meet departmental and college degree requirements.**

**A grade of C (not C-) is required in all courses used to fulfill the requirements of the Core Curriculum.** (5)

## SECTION I UNDERGRADUATE PROGRAMS

### CORE CURRICULUM

The basic program requires approximately thirty-seven hours of courses in seven areas of study.

**1) Writing and Speaking.**

English 101-102 and an additional course chosen from: English 219, 220; Communication and Journalism 130; Philosophy 156.6 Students should check with their advisors regarding procedures for having English 101-102 waived without receiving credit (ACT/SAT scores or, for English 102 only, the Writing Proficiency Portfolio) or for receiving credit for English 101-102 through alternate means (CLEP/AP/transfer credit).

**2) Mathematics.**

One course chosen from math 121, 145, 150, 162, 163, 180, 181, 215. CLEP credit for Math 121, Math 123 and/or Math 150 can be used for placement, but does not satisfy this requirement. CLEP or AP credit for Math 162 or Math 180 satisfies this requirement.

**3) Physical and Natural Sciences.**

Two courses, one or which must include a laboratory (designated L), chosen from among the following: Anthropology 150 and 151 L, Astronomy 101, Biology 110 and 112L, 121 L, 123L; Chemistry 105 and 107L, 111 L, 121 L (or 131 L), 122L (or 132L); Earth and Planetary Sciences 101 and 105L, 102L, 103; Geography 101 and 105L; Natural Science 261L, 262L, 263L; Physics 102 and 112L, 151 and 153L, 152 and 154L, 160, 161 and 163L.

**4) Social and Behavioral Sciences.**

Two courses chosen from among the following: American Studies 182, 185; Anthropology 101, 130; Economics 105, 106; Geography 102; Linguistics 101; Political Science 110, 200; Psychology 105; Sociology 101.

**5) Humanities.**

Two courses chosen from among the following: American Studies 186; Classics 107, 204, 205; Comparative Literature and Cultural Studies 223, 224; English 150, 292, 293; Foreign Languages (M Lang) 101; History 101, 102, 161, 162; Philosophy 101, 201, 202; Religious Studies 107.

**SECTION I  
UNDERGRADUATE PROGRAMS**

**CORE CURRICULUM (con't.)**

**6) Second Language.**

One course chosen from any of the lower division non-English language offerings of the Department of Linguistics, Spanish and Portuguese, and Foreign Languages and Literatures.<sup>(8)</sup> Students with knowledge of a second language equivalent to four semesters of study are deemed to have satisfied this requirement. <sup>(9)</sup> CLEP and AP credit can be used for placement, but unless the student has demonstrated knowledge equivalent to four semesters of study, an additional semester of a second language must be taken <sup>(10)</sup>.

**7) Fine Arts.**

One course chosen from among the following: Art History 101, 201, 202; Dance 105; Media Arts 210; Music 139, 140; Theater 122.

Students may instead elect to take one three-credit studio course offered by the Departments of Art and Art History, Music, Theater and Dance and the Media Arts program to fulfill this requirement.

Adopted by Faculty Senate 4/14/98

**SECTION I**  
**UNDERGRADUATE PROGRAMS**  
**UNDERGRADUATE PROGRAMS**

**Senate Bill 106 37th Legislature, State of New Mexico, Second Session, 1986**

SECTION B. A new section of the Public School Code, Section 22-2-8.7 NMSA 1978, is enacted to read:

"22-2-8.7. [NEW MATERIAL] CERTIFICATION REQUIREMENTS

- A. The state board shall require any person seeking certification in elementary and secondary education to complete the following minimum requirements in the college of arts and sciences:
- (1) twelve hours in English;
  - (2) twelve hours in history, including American history and western civilization;
  - (3) six hours in mathematics;
  - (4) six hours in government, economics or sociology;
  - (5) twelve hours in science, including biology, chemistry, and physics; and
  - (6) six hours in fine arts.
- B. The state board shall require six weeks yielding six credit hours of student teaching under the direct supervision of a certified school instructor during the first semester of a students junior year and eight weeks yielding nine credit hours of student teaching with responsibility for the classroom during the second semester of a students senior year prior to certification.
- C. Nothing in this section shall preclude the state board from establishing or accepting equivalent requirements for the purposes of reciprocal certification or minimum requirements for alternative certification.
- D. The requirements in Subsections A and B of this section shall apply to students entering a college or university beginning in the fall, 1986."

**SECTION I**  
**UNDERGRADUATE PROGRAMS**

**MANDATORY ADVISEMENT**

To prevent problems which arise from inadequate knowledge of program, college, and university requirements, to insure registration for proper courses, to aid students to fulfill graduation requirements in the appropriate amount of time; and to insure that, when appropriate, licensure requirements are met, mandatory advisement of students in undergraduate COE program by program advisors will be done.

Approved 1/27/81

**SECTION I**  
**UNDERGRADUATE PROGRAMS**  
**BASIC SKILLS PROGRAM COURSES**

With respect to the four Basic Skills Program courses:

<u>If the student is required to take:</u>	<u>Credits required for graduation from the COE:</u>
1 course (3-4 hours)	128 hours
2 courses (6-8 hours)	131 hours
3 courses (10-11 hours)	133 hours
4 courses (14 hours)	135 hours

Approved 8/22/79

**SECTION I  
UNDERGRADUATE PROGRAMS**

**PHYSICAL EDUCATION ELECTIVE**

Completion of a minimum of 128 semester hours for the baccalaureate degree, 8 of which may be non-professional education physical education courses, and credit in non-professional physical education courses [should] be computed in the grade point average.

Approved 12/1/70

**SECTION I  
UNDERGRADUATE PROGRAMS**

**UNDERGRADUATE STUDENT COURSE LOAD**

The maximum load for undergraduates without special permission will be raised to 18 hours.

Approved 10/7/69

**SECTION I  
UNDERGRADUATE PROGRAMS**

**COLLEGE OF EDUCATION DEGREE NAMES**

Only one degree title should be employed in the College of Education for non-teaching programs, viz., Bachelor of Science. The specialty would appear on the transcript only. [Example given: B.S. in Nutrition/Dietetics; B.S. in Family Studies]

Adopted by Mail Ballot, October, 1986

Change of degree names for teaching programs in the College of Education to Bachelor of Arts in Education and Bachelor of Science in Education.

Adopted 1/28/86

Exception to 1/28/86 policy: Bachelor of Science in Family Studies Education.

Adopted 1/28/86

**SECTION I  
UNDERGRADUATE PROGRAMS**

**ASSOCIATE OF ARTS DEGREE ADMINISTRATION PROCEDURES**

The Associate of Arts in Education Degree Program (AAEd) is limited to participants in approved programs and is designed for students who wish to pursue the equivalent of two years of study resulting in an Associate of Arts Degree in the College of Education.

I. Admission to UNM-AAEd

- A. (1) Admission to an AAEd program does not constitute admission to any other degree granting program.
- (2) Admission to an AAEd program must be preceded by completion of a regular Undergraduate Admission Application to the University of New Mexico.
- (3) Upon completion of the UNM application, and approval by the College of Education, the student must complete an application to the Associate of Arts Degree Program, which is provided by the department offering the degree.
- B. Any transfer of credits into an AAEd program must be approved by the chairperson of the department in which the student is enrolled, consistent with UNM policies (see policy approved 5/9/79). Students are responsible for having transcripts sent to the UNM Admissions Office for evaluation and to the department.

II. Program Requirements and Graduation Check

- A. A minimum of 60 acceptable semester hours must be earned to meet AAEd requirements.
- B. A minimum of 15 hours must be earned in residence at UNM, exclusive of extension correspondence credits.
- C. Of the 60 hours minimum, no more than nine semester hours may be earned by extension or correspondence.
- D. Candidates for the AAEd Degree must have a cumulative grade point average of at least 2.0.
- E. The department will submit to the COE Graduation Clerk a list of students eligible to be placed on the tentative graduation list.

**SECTION I  
UNDERGRADUATE PROGRAMS**

**ASSOCIATE OF ARTS DEGREE ADMINISTRATION PROCEDURES (cont'd.)**

- F. The COE Graduation Clerk will then submit a tentative graduation list to the UNM graduation clerk.
- G. The names of those students who have successfully completed the program will be submitted to the UNM Records Office by COE Records.

III. Requirements for Transferring from an AAEd Program to a Bachelors Degree Program in Education

- A. Any student who wishes to transfer from the AAEd program to a Bachelors Degree program in Education and who does not wish to complete the AAEd degree must apply for admission to the College of Education. Students who have not been officially admitted to the UNM main campus must apply for admission through the UNM Admissions Office.

Note: Transfer from AAEd to a Bachelors Degree Program precludes further credit toward the AAEd degree.

- B. Any student who wishes to transfer from the AAEd program to a Bachelor s degree program in Education and who wishes to receive the AAEd:
  - 1. May apply for admission to the College of Education through the UNM Admissions Office after successful completion of 26 credit hours toward the AAEd.
  - 2. Must postpone transfer from AAEd to Bachelors Degree status until the AAEd is completed.

IV. The Following Guidelines Must be Observed for All MEd Students:

- A. An updated file for each student must be kept in the COE Records Office and in the department.
- B. The AAEd degree should be completed within a five year period of active enrollment after admission. Waivers and extensions to this period may be granted by the College when necessary.
- C. Not more than 15 hours of upper division credit earned while in an AAEd program will be allowed toward any college degree.

**SECTION I  
UNDERGRADUATE PROGRAMS**

**ASSOCIATE OF ARTS DEGREE  
ADMINISTRATION PROCEDURES (con't.)**

- D. Not more than 50 percent of the course work for the AAEd degree shall be in the field of professional education.
  
- E. Whenever lower and upper division credit is offered in the same class, there must be provisions for differentiated content and differentiated expectations filed with the department in the form of a syllabus.

Approved 5/6/75; Amended 10/24/89

## **SECTION I UNDERGRADUATE PROGRAMS**

### **GUIDELINES FOR ASSOCIATE OF ARTS IN EDUCATION**

Any Associate of Arts in Education option advanced by personnel in the College of Education, University of New Mexico, must be based upon the following guidelines:

1. Financial feasibility must be determined by appropriate College and department administrators before the program is presented for consideration to any curriculum committee. The program may be financed by soft moneys (total self-sustaining), or by hard money, or by a combination of the two types of financial support.
2. The program must contain both general education experiences and professional experiences (see #10 for minimum distribution of hours in these areas).
3. The program must include a minimum of 64 semester hours of credit. Resident credit must be defined in the program.
4. The program will lend itself to continuation in a program leading to a baccalaureate by those students who qualify and desire to pursue level of education and to a career in some phase of formal-informal educational endeavor (e.g., a minimum of 64 semester hours would be needed to complete a baccalaureate beyond the AA degree in most areas if the entire 64 hours AA program was acceptable within the bachelor program).
5. Realistic education-vocational preparation and certification if applicable shall be the primary goals of the AA in Education options.
6. Provisions must be made to assist students to perform within the limits of their abilities and to increase their performances progressively to the highest level of which they are capable.
7. The department advancing the proposed program will have complete responsibility for justifying to the College of Education Undergraduate Curriculum Committee how the proposed program relates to the groups current endeavors, how it is evolutionary, or why it is desirable if the program is a departure from the advancing departments current and/or previous endeavors.
8. Screening, admittance, and performance standards will be set by the department advancing the program. However, admission to the University must be accompanied by a college-level recommendation.

**SECTION I  
UNDERGRADUATE PROGRAMS**

**GUIDELINES FOR ASSOCIATE OF ARTS IN EDUCATION (cont'd.)**

9. There should be a heavy emphasis on "doing" and/or field experience within the program. Sufficient and adequate supervision and direction of AA students must be assured in order to protect these students from exploitation by any individuals and/or institutional agencies.

10. Distribution of hours

General Education Minimum 18 hours

1. Communication Arts
2. Fine and Practical Arts
3. Health Education
4. Humanities
5. Mathematics
6. Physical Education
7. Physical Sciences
8. Social Sciences

Professional Preparation Minimum 18 hours

1. Professional courses
2. Field experiences

Electives Minimum 9 hours

**Total Program:** 64 hours minimum

11. While in operation, programs must provide for continuing evaluation and follow-up activities in order to judge and to improve the effectiveness of the program. Such data should be communicated annually to the College of Education administration.

Approved 2/24/71

**SECTION J**  
**UNIVERSITY POLICIES**  
**(EXCERPTED)**

Policies and procedures governing faculty are given in the Faculty Handbook. However, there are some policies and procedures that faculty should know about but that may be hard to find or rather obscure. Here is information about several policies faculty need to know.

**Rights and Responsibilities of faculty are given on page A-4-6, Faculty Handbook.**

Principles on **Ethics** are given on page B-I 7 of the *Faculty Handbook*.

The **Academic Rights and Responsibilities of students** are given on page F-2-4 of the *Faculty Handbook*.

**General Policies**

*Dates of Campus Duty.*

Faculty are "obligated" to perform assigned duties and commitments within their contract period (beginning and end dates of the contract) except for authorized holidays, vacations, or other recesses listed in the academic calendar.

Faculty are expected to report to the campus one week before classes begin each semester.

*Outside Employment.*

The policy on outside employment is given on page B-25-26 of the Faculty Handbook. Note that outside employment is expected not to conflict with classes, office hours or other assigned duties and commitments. The faculty member is responsible to inform the division director in writing about the nature and extent of any outside professional commitments. Deans are required to report each semester all outside employment of each faculty member.

*Extra Compensation.*

To earn extra compensation for additional work done in connection with University-related activities, prior approval must be given by the division director and dean; such work cannot conflict with regular University duties and assignments and such work must not come within the scope of regular responsibilities.

**SECTION J**  
**UNIVERSITY POLICIES**  
**(EXCERPTED)**  
**(con't.)**

*Teaching Assignments.*

The normal teaching load for a full-time faculty member is nine load units each semester. Any faculty member teaching less than nine hours must have prior approval by the division director and dean, in writing. Any faculty member teaching less than six hours must also have advance approval by the Provost.

The dean is required to report each semester on load to the Provost. The policy explicitly states that a faculty member will not be regularly released from the obligation of teaching nine load units a semester.

*Research Reprints.*

Faculty may request to up \$300/year for page costs and reprints irrespective of the number of publications during the year. The request is directed to the Associate Provost for Research (see page D-7, *Faculty Handbook*).

*Annual Biographical Supplement.*

Each faculty member is asked to complete an update each year on their professional activities.

*Summer Session Teaching.*

Faculty may be limited to teaching during summer school to two out of three consecutive years.

**Faculty Absence from Assigned Duties**

Sabbatical Leave.

Faculty may apply for sabbatical under the policy given on page C-3-5 of the Faculty Handbook.

Leave Without Pay.

Faculty are eligible to take leave without pay after two years of service at UNM, under stipulations given on page C-5 of the Faculty Handbook.

**SECTION J**  
**UNIVERSITY POLICIES**  
**(EXCERPTED)**  
**(con't.)**

Absence From Assigned Duties.

All faculty are expected to meet regularly assigned classes, scheduled examinations (during finals week), posted office hours, and other assigned duties. If an absence is necessary (due to illness, accident, or family crisis) the faculty member "shall make suitable arrangements in the event of such absence, including notification of students." The division director must be informed and can assist in making arrangements. Substitutes for brief absences are generally avoided.

Sick Leave.

Illness or injury that requires "extended absence" is defined as a period of more than 10 working days. If a faculty member is absent from campus more than 10 working days, the division director, the dean, the Provost and the President may approve an extended sick leave with pay up to a maximum of six months for full-time faculty who have had six years of service. Faculty with less than six years of service, or those who have previously taken extended sick leave, will have the length of the leave reduced accordingly. Any absence due to illness or -injury that is 10 days or less must be reported to the division director and dean. The dean is required to report any total of sick leave days that exceed five days for any individual in a two-month period.

Professional Leave.

Division directors may consider a faculty members absence for attendance at professional meetings or to fulfill professional obligations. The faculty member must request approval well in advance for professional leave. It is the faculty members obligation to make arrangements to cover the absence. State law requires any division director to be able to report on any faculty absence from regularly assigned classes and examinations and posted office hours.

Jury Duty.

Faculty may be granted time off with pay for the time spent on jury duty if evidence of the summons is given to the division director. The faculty member is required to reimburse the Payroll Office for any compensation received (witness fee or jury check); payments for mileage may be retained.

**SECTION J**  
**UNIVERSITY POLICIES**  
**(EXCERPTED)**  
**(con't.)**

**Student Related Issues**

The maximum student load without special approval is 20 hours/semester, except summer when the maximum is 10.

There is a deadline for enrolling in a course (adding a course); after that deadline, the dean must approve the late add. The faculty member requesting such permission for the student must write a complete justification for the request; however policy is that late adds are not permissible.

A course cannot be moved from its scheduled classroom without special permission of the dean and the Scheduling Office. Course times may not be changed.

Faculty are expected to meet their classes during final examination week at the scheduled time.

Federal law limits access to student education records: no one inside or outside the University may have access to records without written consent of the student, except as provided in the law. Also, disclosure may not be made publicly of such records. See page F-I 6-18 of the Faculty Handbook for a complete discussion.