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UNM Faculty Senate

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The UNM Faculty Senate will meet on Tuesday, March 12, 1991 at 3:30 p.m. in the Kiva.

The agenda will include the following items:

1. Summarized Minutes of February 12, 1991
2. Legislative Report — Vice President David Mc Kinney
3. Senate President's Report
4. Handicap Awareness Week — Patricia Ommins
5. AIDS Awareness Week — Kristin Henry
6. Proposed Change in Sick Leave Policy — Professor David Darling
7. Report from the Core Curriculum Committee — Professor Paul Davis
8. Discussion re CCE Recommendation for Transfer of D Grade — Professor Susan Deese
9. Items from the Curricular Committee
   (a) Associate of Arts in Southwest Studies/Los Alamos
   (b) Revisions of Major and Minor in Communicative Disorders
   (c) Minor Revisions of Major and Name Change for Russian Studies
10. Items from the Graduate Committee
    (a) Ph.D. Concentration in Counseling Psychology
The March 19, 1991 meeting of the Faculty Senate was called to order by President Gloria Birkholz at 3:30 p.m. in the Riva.

Senators present: Gloria Birkholz (Nursing), Jerry Born (Pharmacy), Douglas Brooks (A&S), Sherri Burr (Law), Edith Cherry (Arch & PIng), Carl Cordes (Medicine), Marion Cottrell (Engineering), James Dawson (Gallup Branch), Michele Diet (Valencia Branch), Peter Dorato (Engineering), Luisa Duran (Education), Paul Edwards (Dental Progs), Marilyn Fletcher (Library), Douglas George (Fine Arts), Shyan Gudavani (Engineering), Mary Harris (Education), Richard Harris (A&S), Gordon Hodge (A&S), Shiloh Kami (Engineering), Donald Lee (A&S), Kathleen Matthews (University College), David McPherson (A&S), Helen Muller (Management), Elizabeth Nielsen (Education), David Hall (Library), Peter Pabich (A&S), Glyn Raymond (Pharmacy), Jose Rivera (Public Admin), Priscilla Smith (Gallup Branch), Russell Snyder (Medicine), James Standerfer (Medicine), Charlie Steen (A&S), Connie Thornton (Library), James Thorson (A&S), Pauline Turner (Education), Margaret Warner-Masbourne (A&S), Ebtisam Wilkins (Engineering), and Estelle Zannes (A&S).

Absent: Robert Cooburn (A&S), Daniel Darken (Medicine), Walter Forman (Medicine), Gregory Franchini (Medicine), Kenneth Gardner (Medicine), Erinda Gonzales-Berry (A&S), Mary Grizzard (Fine Arts), Jerry King (Medicine), Joseph Martinez (Education), Susan Pearson-Davis (Fine Arts), Alexander Sorensen (A&S), Ron Storey (Medicine), Donald Vichuk (Medicine), Benjamin Walker (Medicine), James Wallace (Medicine), and William Woodside (Medicine).

Minutes of February 12, 1991. The minutes of February 12, 1991 were approved as distributed.

Legislative Report. Vice President David M. Kinney presented an overview of legislative actions. A summary sheet of the 1991-92 General Fund Appropriations was distributed to the Senate. M. Kinney explained that UNM received a 3.9% ($3.5 million) increase in the General Fund. The two-year schools are doing better because of their growth and the Medical School did about the same as Main Campus.

Regarding the Research and Public Service Projects, M. Kinney explained that money cannot be moved from program to program and that some additional funds can be obtained for these programs through Main Campus IEG tuition revenues.

He said that there is a serious effort to enhance the financial aid program. Last year, the Regents allocated money for an Access Grant to help students who were impacted by the tuition increase. This year, with increases in State support and in the Pell Grant, that grant money will be somewhat decreased.

The grand total of State support for higher education increased about 4.2%.

Professor Peter Dorato asked how a tuition increase figured into the Legislative deliberations and Vice President M. Kinney explained that there was no assumption...
of an increase by the Legislature. The reason that higher education did not get the 1.4% increase in compensation is because legislators said that the Regents have the authority to raise revenues through tuition. This is the same problem we have had in the past: legislators won't touch the tuition issue, deduct the money and expect the Regents to raise tuition after the fact.

Vice President Mc Kinney went on to explain the increase in the State General Fund and how the appropriation is derived. He briefly reviewed legislation which had an impact on UNM.

He said he has spoken with representatives from our seventeen peer institutions and only four of them foresee any compensation above 4% and six of them will probably freeze or reduce salaries. Tuition adjustments of these institutions will also be about the same as at UNM. He stressed that there will be NO MONEY FOR NEW PROGRAMS OR EXPANSION OF EXISTING ONES.

Senate President's Report. Senate President Gloria Rishholz reported that the Associate Provost for Research and Dean of Graduate Studies positions have been combined. She said she had relayed to Acting Provost Paul Risser the straw vote of the Senate against such combination of positions. The Graduate Committee was in favor of the action and the Council of Deans had no prevailing opinion. Risser, she said, had studies the pros and cons of the action and it was finally felt that combining the positions would strengthen graduate studies at UNM.

The President's Council on Cultural Diversity plans to hold a forum on cultural diversity in the Spring and Fall regarding hate speech and the First Amendment.

Disability Awareness Week. Patrice Cummings, ASUNM Senator, asked the Faculty Senate for its support of Disability Awareness Week the first week in April. There will be a speakers forum and she requested that students might be given some academic credit for attending this forum. Additionally, she asked for faculty to assist in distributing information.

AIDS Awareness Week. Kristin Henry, ASUNM Senator and chair of the UNM AIDS Awareness Week, announced that it would be held the second week of April. The focus will be on education. She asked that faculty allow students to participate in activities and also said there is a student group who will attend classes to give presentation on AIDS.

Proposed Change in Sick Leave Policy. Upon recommendation of Professor David Darling of the Faculty & Staff Benefits Committee, the Senate approved a change in Sick Leave Policy to allow faculty to use sick leave to care for an ill family member. Family member is to be defined as spouse, child or parent. The policy, on page C-6 of the Faculty Handbook will read as follows (new language underlined):

In cases of illness or injury to a full-time faculty member, or to the member's spouse, child or parent which requires the member's care—requiring an extended absence—defined here as a period exceeding ten (10) working days—upon recommendation by the department chairperson, the dean and the Provost, the President may approve an extended sick leave with pay up to a maximum of six (6) months for those full-time faculty members who have had six (6) or more years of continuous service at the University and who have not had an extended sick leave during their last six (6) years of service. For those who have been at the University less than six (6)
years or who have been granted extended sick leave during their last six (6) years of service, the length of the requested sick leave will be reduced accordingly.

Report from the Core Curriculum Committee. Professor Paul Davis, chairman of the Core Curriculum Committee, presented a report from the Committee. This item was presented for discussion only and will be brought to the Senate in April for adoption of the principles.

Davis explained the difficult task of the Committee and the differences in philosophy between the traditionalist and the revisionist point of view.

The proposed program, he explained, is a four-year general education program - not introductory and not remedial. It is complementary to other programs already in existence. The proposed program will initiate an ongoing process of general education which is currently lacking.

He explained why the Committee was requesting approval in principle rather than approval of the plan itself. He said the program offers opportunities for course work in many different areas and that the issue of protecting "turf" may come up. Much more discussion is needed in the colleges and departments. He therefore requested that the Senate discuss the report, that it be taken to their constituents for further discussion and brought back before the Senate at the April meeting.

After a discussion of the following eleven points, the Senate voted to table the proposal until the April Senate meeting:

1. UNM should establish a core program required of all candidates for baccalaureate degrees.
2. The core should be a limited program, comprising 24 hours (8 courses)
3. The core should not be an introductory program, but rather one that continues throughout the undergraduate years, incorporating both lower and upper division work, from introductory through capstone courses.
4. The program should introduce students to different ways of knowing and teach that there are many diverse ways to understand any topic.
5. The program should be flexible, enabling courses from many departments to meet the guidelines for the program and allowing individual students to fulfill the requirements in different ways.
6. The program should include both traditional and contemporary perspectives, enabling students to understand both inherited traditions and the challenges to them.
7. A Director of the Core Program will be appointed to serve, under the Provost, and administer the core curriculum.
8. Any faculty member who wishes should be able to propose core courses and teach in the Core Program without penalty. Faculty members from all undergraduate colleges should be encouraged to participate.
9. A selected group of tenured faculty will share direction of the Core Program and serve for specified terms as Core Associates.
10. The Core Curriculum Committee, appointed by the Faculty Senate, will oversee the program and recommend to the Undergraduate Committee any major changes in the Core Program or its structure, and to the Curricula Committee any changes in the six core categories (CC 1-6).

11. The program will be instituted in phases over a period of four years.

Discussion re D Grade Recommendation for Transfer. This item was presented for discussion only. Cindy Stuart, Director of Admissions, said that the Commission on Higher Education has proposed that grades of D be transferred between New Mexico's two-year and four-year colleges.

ASUNM has requested that native students and transfer students not be treated in the same manner regarding the grade of D. The recommendation is currently on the Governor's desk for approval or disapproval and may be vetoed by him in which case no action by the UNM Faculty Senate would be necessary.

It was moved to table the recommendation until the April meeting.

Items from the Curriculum Committee. The following items from the Curricula Committee were approved by the Senate:

a) an Associate of Arts Degree in Southwest Studies at Los Alamos
b) a revision of the major and minor in Communicative Disorders
c) minor revisions of the major and a name change for Russian Studies
d) a name change for the Management Master's Program
e) a name change and new major for Ibero-American Studies
f) deletion of the Associate of Applied Science in Computer Programming

Item from the Graduate Committee. Upon recommendation of the Graduate Committee, a Ph.D. concentration in Counseling Psychology was approved.

The meeting adjourned at 5:25 p.m.

Respectfully submitted,

Anne J. Brown, Secretary
SUBJECT: Proposed Change in Sick Leave Policy

REQUESTED ACTION: Approve the change

BACKGROUND INFORMATION:

The Faculty and Staff Benefits Committee has been studying the current sick leave policy and has found that some departments allow employees to use sick leave to care for a sick child while other departments determine that only annual leave may be taken for this reason. The committee recommends that the sick leave policy be changed to insure uniformity in its interpretation.
Leave Policy

CURRENT POLICY: An employee may take earned sick leave only for her/his own illness.

PROPOSED CHANGE: The subcommittee recommends that the sick leave policy be amended so that an employee may also use earned sick leave to care for an ill family member. Family member here is interpreted as a spouse, child or parent.

After discussion the motion was passed on a voice vote.

Proposed Faculty Handbook language, page C-6

In cases of illness or injury to a full-time faculty member, or to the member's spouse, child, or parent which requires the member's care, requiring an extended absence—defined here as a period exceeding ten (10) working days—upon recommendation by the department chairperson, the dean and the Vice President for Academic Affairs, the President may approve and extended sick leave with pay up to a maximum of six (6) months for those full-time faculty members who have had six (6) or more years of continuous service at the University and who have not had an extended sick leave during their last six (6) years of service. For those who have been at the University less than six (6) years or who have been granted extended sick leave during their last six (6) years of service, the length of the requested sick leave will be reduced accordingly.
SUBJECT: Report of the Core Curriculum Committee

REQUESTED ACTION: Table for Adoption in Principle at the April Meeting

BACKGROUND INFORMATION:

The Core Curriculum Committee, a committee of the Faculty Senate appointed in Spring 1990, has completed its recommendations. Existing general education (distribution) requirements in most of UNM’s undergraduate colleges mandate about 50 hours of rather miscellaneous and unordered courses. This report proposes to take about half of these hours for a sequence of core courses (CC 1-6) that meet specific criteria of breadth and content. All interested departments and faculty should be able to offer courses that meet these criteria. Student credit hours for faculty teaching in the program will be credited to the departments from which the faculty come.

We recommend that the report be adopted in principle at the April meeting and that the Senate appoint a standing Committee on the Core Curriculum to work with the Director of the Core Program to implement the program described in the report. The principles that would be approved by such an action are listed on page 1 of the report.
The Core Curriculum: A Report to the UNM Faculty Senate

The Core Curriculum Committee, a subcommittee of the Faculty Senate appointed in Spring 1990, has arrived at a point where we think it appropriate to report to the faculty on our deliberations and to seek reactions and suggestions.

Existing general education (distribution) requirements in most of UNM's undergraduate colleges mandate about 50 hours of rather miscellaneous and unordered courses. This report proposes to take half of these hours for a sequence of core courses (CC 1-6) that meet specific criteria of breadth and content. All interested departments and faculty should be able to offer courses meeting these criteria. Student credit hours for faculty teaching in the core program will be credited to the departments from which the faculty come.

We recommend that the following report be adopted in principle, and that the Senate appoint a standing Committee on the Core Curriculum to work with the Director of the Core Program to implement the program described herein. The principles thus approved would be as follows:

1. UNM should establish a core program required of all candidates for baccalaureate degrees.
2. The core should be a limited program, comprising 24 hours (8 courses).
3. The core should not be an introductory program, but rather one that continues throughout the undergraduate years, incorporating both lower and upper division work, from introductory through capstone courses.
4. The program should introduce students to different ways of knowing and teach that there are many diverse ways to understand any topic.
5. The program should be flexible, enabling courses from many departments to meet the guidelines for the program and allowing individual students to fulfill the requirements in different ways.
6. The program should include both traditional and contemporary perspectives, enabling students to understand both inherited traditions and the challenges to them.
7. A Director of the Core Program will be appointed to serve, under the Provost, and administer the core curriculum.
8. Any faculty member who wishes should be able to propose core courses and teach in the Core Program without penalty. Faculty members from all undergraduate colleges should be encouraged to participate.
9. A selected group of tenured faculty will share direction of the Core Program and serve for specified terms as Core Associates.
10. The Core Curriculum Committee, appointed by the Faculty Senate, will oversee the program and recommend to the Undergraduate Committee any major changes in the Core Program or its structure, and to the Curricula Committee any changes in the six core categories (CC 1-6).
11. The program will be instituted in phases over a period of four years.

These principles are explained and illustrated in the report that follows.
The organization of this report.

This report is organized hierarchically. It begins with the important principles we believe are the crux of the issues we discuss. The body of the report discusses these principles and how we arrived at them. It begins by giving a brief history of our deliberations and some of the alternatives we considered. Then it describes broadly the program we propose, the principles on which it is based, the six core areas we recommend, and, finally, the organization and implementation of the Core Program. In the appendix to the report, we go into much greater detail about each of our six recommended core areas, suggesting guidelines for course content and selection. We include these detailed guidelines in the appendix as suggested models, not as rules written in stone. By including them, we hope to indicate how such guidelines might work and the kind of criteria for course selection we think appropriate. We also hope that these detailed guidelines will make it easier to connect real courses to our proposals. Approval of this report should not be considered approval for all of these specific guidelines, but rather for the principles and the process described on the opening page.

What is a Core Curriculum?

There seem to be almost as many versions of core curricula as there are schools that have them. At some schools the core contains all courses that meet general education requirements. At others the core is a skills program in reading, writing, and mathematics. Many "more selective" schools use the term to describe traditional "great books" programs that introduce their students to the classics. Newer versions of such programs sometimes set their goal as cultural literacy. Another popular model for the core offers interdisciplinary courses in humanities, social sciences, the classics. Newer versions of such programs sometimes set their goal as cultural literacy. Perhaps the most important difference between core and distribution programs is that there have a vast array of courses from which to choose most of these courses are core requirements. Core requirements are often defined in contrast to distribution requirements. A core program sets a list of specific courses required of all students while a distribution program sets a list of specific courses required of all students while a distribution approach assumes a free market rationale, that students will choose for themselves the most appropriate general education courses if they are given a little direction and an array of alternative possibilities. Critics of such programs argue that many students make ill-informed or inappropriate choices and that even though they have a vast array of courses from which to choose, most of these courses are directed to potential majors rather than to general students. Core programs attempt to address the short-comings of distribution requirements by developing a curricular rationale for the general education requirements that addresses the needs of non-majors and connects the required courses into a coherent program.

How many schools have core programs?

Only a few small colleges have a complete core program--the best known and most thorough is probably the program at St. John's. However, almost every school sets general education requirements that mix core courses with distribution requirements. Over the years curricular reform has tended to move in cycles, shifting the balance in general education requirements in one direction or the other. In the 1960s many schools replaced traditional core requirements with very flexible distribution programs. Currently about 90% of American institutions of higher education are replacing distribution requirements with new core programs. This was the task assigned to our committee.
What kinds of programs did we consider?

We looked at several different kinds of core programs as possible models and we rejected many of them as inappropriate for UNM. We began with the 50 Hours program proposed by the National Endowment for the Humanities, but we found it too extensive and constraining. For by requiring 50 hours it would constitute all of the non-major work for many students, especially those in professional programs. We agreed that our program should be limited one, one that allowed individual colleges and departments to set general education requirements of their own to complement the core. We set as our goal a program that would constitute about half of the general education courses taken by most students, somewhere between 18 and 30 hours, leaving an equal number of hours for general education courses required by individual colleges.

We also did not want our core to be a "remedial" program, as many of the skills programs we looked at seemed to be. Such programs create the impression that general education courses are hurdles, preparatory experiences to be gotten over before real learning begins. But we see the core as inculcating habits of mind, intellectual disciplines, and points of view shared by all educated people. We have in mind such skills and abilities as reading and thinking critically; evaluating information and ideas; understanding different points of view; defining, analyzing, and solving problems; arguing logically and persuasively; writing clearly and cogently. And such attitudes as skepticism, respect for civilized discourse, a sense of history, tolerance, civic responsibility, intellectual courage and integrity. These are capabilities and qualities on which all educated people can agree. They are what a university is about—the values that unite us in our diversity. They develop throughout one's education—and one's life—and provide the centering context for more specialized studies or vocational preparation. Thus we recommend a core that complements the students' major work, encouraging them to connect their specialized studies with broader social issues and human concerns. The core will be an ongoing part of their educational experience throughout their undergraduate years.

Finally, we considered the subject matter of the core courses. We looked at several elaborate distribution/core programs which established long lists of existing courses that met various categories in the core program. But these schemes were often so complicated and offered so many choices, that they seemed no better to us than the distribution systems they replaced. For one of the virtues of a core program—perhaps its greatest virtue—is that it provides a common experience that all students share and thus promotes intellectual discourse and community on the campus. Such benefits are lost, we think, when the core program offers too many choices.

Great books programs: programs which begin with a list of canonical texts do provide a common experience for all students, but often they do so by imposing a narrowly defined culture on all students. Such narrowness may not be inappropriate at a small, selective college that defines its mission in terms of a particular ideology or perspective, but it did not seem an appropriate approach to take at a diverse and pluralistic public university like UNM. In fact, when we considered the distinctiveness of UNM, it was its diversity, its acknowledgement of native cultures, oral traditions, and indigenous ideas that marked its character. For many decades our programs in anthropology, archeology, Spanish language, literature, and folk culture, the visual and performing arts have been central in defining the character of the institution. More recently Latin American Studies programs have extended regional interests to hemispheric ones. New Mexico with its multicultural heritage has an ethical imperative to promote intercultural tolerance, understanding, and social pluralism. We considered suggestions to require courses on New Mexico history or culture as ways to incorporate New Mexico's distinctiveness into the core program, but instead of such specific requirements, we have tried to develop a whole core program in relation to the values and challenges of diversity which seemed to us to define the distinctive character of both UNM and the state.

In choosing diversity as the unifying concept for the core proposal, we are not just paying lip service to a faddish political platitude or pandering to New Mexicans' romantic self-delusions. As an institution that brings together many divergent ways of knowing, the university celebrates diversity. What better place to address the issues of pluralism and multiculturalism, these open and unresolved questions that are among the most challenging issues we and our students have to
face? What better issues to center a core curriculum than these most pressing and emotional concerns of our time? What better preparation for life than to encourage our students to address these issues rationally, thoughtfully, and tolerantly?

The program we propose.

The UNM Core Program incorporates diversity by centering on different ways of knowing. It is based on the following principles:

1. There are many ways of knowing by which humans understand themselves and their world; the ways of knowing that we employ strongly influence what we know and believe (CC 1).

2. We can become more skillful in a particular way of knowing by studying its expression in a variety of contexts, by learning its methodology, by appreciating its possibilities and its limitations (CC 2).

3. A society's cultural and intellectual traditions define its identity and influence what is known (CC 3).

4. Our own cultural presuppositions are often best understood when our traditions are contrasted with those of other societies (CC 4).

5. We understand our place in contemporary American society by examining socially constructed differences (CC 5).

6. We test the efficacy of our ways of knowing by seeing if they help us answer important questions and solve real problems (CC 6).

The UNM Core embodies these principles in a six-part core program:

How many core courses should be required?

This core proposal is flexible in determining the number of hours required. The Committee recommends a 24-hour program: one course each in Core 1 and Core 6; three courses in Core 2 and Core 3; and three courses in Core 4 and Core 5. This eight-course program can make general education an ongoing part of the student's total education, calling for one core course during each semester in an eight-semester degree program.

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<thead>
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<th>Level</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>100</td>
<td>CC1 INTRODUCTION TO THE CORE</td>
<td>3 HRS</td>
</tr>
<tr>
<td>200</td>
<td>CC2 WAYS OF KNOWING SCIENCE REQUIRED</td>
<td>9 HRS</td>
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<tr>
<td></td>
<td>CC3 CULTURAL AND INTELLECTUAL TRADITIONS</td>
<td>AT LEAST 3 HRS IN EACH</td>
</tr>
<tr>
<td>300</td>
<td>CC4 WORLD CULTURES</td>
<td>9 HRS</td>
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<td></td>
<td>CC5 AMERICAN DIVERSITY</td>
<td>AT LEAST 3 HRS IN EACH</td>
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<tr>
<td>400</td>
<td>CAPSTONE PROGRAM</td>
<td>3 HRS</td>
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<tr>
<td></td>
<td>CC6 INTERDISCIPLINARY SEMINAR</td>
<td>3 HRS</td>
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CC 1. Introduction to the Core. In this first course for all students, a single topic is explored from at least three major ways of knowing. These ways may include, but are not limited to: empiricism and the scientific method; revelation, introspection, aestheticism, rationalism, historicism, hermeneutics, experiential learning. Representative topics for Core 1 might include: work and its value, progress, the state and the individual, southwestern art, human reproduction, etc.

CC 2. Ways of Knowing. Each course in Core 2 concentrates on a particular way of knowing, studying its expression in several texts, cases, or situations; its methodology; its results; and its limitations. All students are required to take a Core 2A course in science and the empirical method. Other Core 2B courses might include the approaches listed for CC 1.

CC 3. Cultural and Intellectual Traditions. Core 3 courses broadly survey specific inherited traditions. Through study of ideas contained in philosophic, literary, and scientific classics, works of architecture, music, visual art, and technology, Core 3 courses seek to develop critical thinking and writing skills and an awareness of inherited cultural and intellectual traditions.

CC 4. World Cultures How knowledge is approached and valued varies from culture to culture. By studying another culture, we learn not only about that culture but also about ourselves. Existing area study courses in the language, literature, arts, ethnography, geography, etc. of foreign cultures will satisfy this requirement; we think a course about Mexico would be a particularly appropriate Core 4 course. Studying abroad may meet this core requirement.

CC 5: American Diversity. As the United States defines itself more and more as a pluralistic society, it becomes increasingly important to understand our society from more than a single perspective and to recognize the many communities of shared experiences and values that make it up. Self perceptions, approaches to knowledge, and values significantly depend on socially constructed roles and statuses. Such socially constructed differences commonly include, but are not restricted to, race, ethnicity, gender, and class. Core 5 courses study American culture with reference to these socially constructed differences. Existing courses in many departments, especially in the social sciences, as well as courses in ethnic studies and women studies, may satisfy this requirement.

The Capstone Program
Senior seminars and individual projects can help graduating students become aware of their level of professional expertise or their degree of mastery in their majors or other specialized fields. The senior experience in the Core Program should help students understand what it means to be educated and what educated people can contribute to the larger community. To articulate these goals, we propose interdisciplinary project seminars. After completing 90 hours toward a degree, students are required to take one Core 6 course.

CC 6: Interdisciplinary Project Seminars. In these interdisciplinary seminars students apply their knowledge and abilities to problems of human and social significance. Working in collaborative teams, these project groups will bring together people with disparate abilities to analyze a community issue and define possible solutions, address a social problem, prepare a plan, a publication, an aesthetic experience, a report. These seminars can be one-semester, finite projects, such as producing an exhibit or a publication. Others may be continuing projects—helping in the development of the National Petroglyph Park, for example—in which students each semester build on the work of previous groups.
More traditionally academic seminars might be developed around a significant topic or issue—e.g., educational reform, the United States and the Islamic world, global warming. Students could undertake more traditional research projects in these seminars as well as appropriate community education and action projects. A group of such topical seminars might be coordinated with a series of lectures, debates, and other public programs that would relate the University in its educational mission with the wider community.

Fuller descriptions of these core programs, the criteria for selecting courses in each area, and examples of some representative courses are included in the appendix to this report.

This core program has a distinct beginning, middle, and end. It begins with a common introductory course and ends with a capstone experience. The four middle components—CC 2: Ways of Knowing; CC 3: Intellectual and Cultural Traditions; CC 4: World Cultures, and CC 5: American Diversity—fall broadly into two levels. CC 2 and 3 roughly correspond to 200-level courses; CC 4 and 5 to 300-level courses. So the core program we envision is a 4-year program, one that complements the students’ specialized studies throughout their undergraduate careers.

At the same time, the program is flexible and doable. We hope the core guidelines will prompt new course proposals, but there are also many existing courses that will meet the guidelines or that can be adapted to meet the guidelines for each of the core areas. Thus the program has a core concept and clear structure, but it is flexible and allows for considerable individual variation.

This core program does not attempt to define the total general education requirement for any student, or for any college or department. Rather, it establishes a core on which to build other general education requirements.

How does this program relate to existing requirements?

This core program does not attempt to replace all current general education requirements. Since most colleges currently require somewhere between 50 and 60 general education hours, the new core amounts to a little less than half of the current general education requirement.

Nor do we propose adding to existing requirements. Rather, we suggest that, if the Core Program is adopted, each college revise its general education requirements in relation to the core program, setting requirements that complement the core and meet the needs of their students. Such revision can be a healthy process, especially in colleges where general education requirements have not been significantly reviewed for many years.

By “complementary” requirements, we have in mind, for example, following the Core 2 science course with a lab science requirement, or the Core 4 course in another culture with a language requirement. These general education hours could also extend the student beyond the introductory level. A Core 4 course in Mexico, for example, could be followed by some upper-division work in particular aspects of Mexico, by study of another Latin American culture, by a course in the Mexican-American experience. Interdisciplinary capstone seminars offered by particular departments could be taken to satisfy both major and core requirements.

Who will teach in the core program?

Because the core is a program of all the faculty and one that inculcates qualities common to all educated people, we believe that it should be taught by as many of the faculty as can be encouraged to participate. Ideally, all UNM faculty should participate in the core, to the great benefit of both students and faculty, for such participation would improve communication between faculty and undergraduate students as well as between the faculty of various departments. We expect that such participation would endow UNM, a large state institution, with some of the benefits traditionally ascribed to small private colleges, namely more personalized education, more intimate contact between students and faculty, more awareness of other disciplines and activities within the university—and, incidentally, with better student retention.
The core should not be a program abandoned to teaching assistants or part-time faculty and it should not be housed in a separate college or division. As a program of all the faculty, it should be administered from the Provost's office and guided by a faculty committee.

The teaching faculty for the core courses would come from throughout the university. We believe that this flexible core program offers opportunities for faculty members in every department and college to propose appropriate existing or new courses. We hope that the intrinsic rewards of the program—the chance to teach general students, the discussion format, the concentration on public issues, the opportunity to work with faculty outside one's own department, the involvement in a University-wide teaching endeavor—will encourage many faculty to propose courses for the program. We recommend that student credit hours generated by faculty in the Core Program be returned to the departments from which the faculty members come. Thus a department will not lose SCH when one of its teachers opts to teach a core course. However, we believe there may need to be some unusual inducements, especially in the beginning, to encourage faculty to propose core courses and to enable departments to release faculty for core teaching.

Perhaps the hours generated in the Core Program could be weighted—at 1.2, for example—so that a Core enrollee would be a bit more valuable than a regular enrollee. There also need to be some faculty who are primarily identified with the program, for to be visible on campus, the Core Program needs to be more than an administrator's office. There needs to be a center for students, something like the Honors Center perhaps, and an identifiable faculty. We do not recommend that there be a permanent core faculty. Rather we suggest that besides the director, the Core Program have a faculty of eight distinguished teachers, each serving a four-year staggered term. These Core Associates could be chosen from the regular tenured faculty as master teachers or outstanding teachers and, during their tenure as Core Associates, they would work half time in the Core Program and receive an added stipend. Besides teaching in core courses, each Core Associate would be responsible for coordinating part of the program by chairing a committee to review course proposals, helping to implement faculty development activities, etc.

Although we think the Core Associates should be selected from the tenured faculty, we think it is important to have as diverse a faculty teaching in the Core Program as possible. We want participants from the professional colleges as well as from the College of Arts and Sciences, non-tenured assistant professors as well as semi-emeriti. It is especially important that faculty representing different cultural, ethnic and racial backgrounds be involved in a program committed to the principle of diversity.

ORGANIZATION OF THE CORE PROGRAM

[Diagram of organizational structure]
How would the core courses be taught?

We do not propose any unusual teaching arrangements. Some core courses will be lecture based; others discussion centered. Some will include field experiences, be project centered, or require research papers. In short, the variety of teaching techniques and approaches that characterize our classes as a whole will probably be replicated in the Core Program. However, the proportion of discussion to lecture classes will probably diverge from the norm. Many of the core courses call for more writing than is usual, especially in large lower-division courses. Courses that deal with issues need to be small enough to facilitate discussion. Project classes need to be limited to active participants in the group. It is most important, we think, that there be real contact between professors and students in the Core program. Critical inquiry, rational discussion, and civilized discourse can only be fostered in a context where everyone has a chance to participate and to talk. This does not mean that every Core class will have to hold all of its meetings in small, discussion sections, but it does mean that there will be many more small classes in the Core Program than in many current general education courses. And because of the commitment in our program to diversity and to different perspectives, there will be more interdisciplinary and team-taught courses in the core program than in the regular curriculum.

How would this program be administered?

We recommend that the Core Program be administered by a Director who will serve under the Provost and by a Core Program Committee appointed by the Faculty Senate. The committee would serve as a general steering committee for the program, advising the Director, formulating policy for the program, and recommending changes in the curricula to the Curriculum Committee.

The Core Program Committee should be broadly representative of the faculty, including members from at least four of the undergraduate colleges, both tenured and non-tenured faculty, some representatives from the ethnic and/or women studies programs, as well as at least one student member. The Director of the Core Program will serve ex officio.

How should this report be implemented?

We recommend that this report be adopted in principle by the Faculty Senate. We have listed the principles that we believe such an action will affirm on the opening page of this document.

If the program is adopted, then we suggest that it be phased in on a four-year schedule. During the first year a Director would be chosen and a Core Program Committee appointed. They would seek approval for the Core Curriculum described in this document, though perhaps revised by further deliberation or upon recommendations in the approval vote. After approval of the curriculum by the Curriculum Committee, the Director would solicit course proposals for Core 1 to be reviewed by the Core Program Committee and to be offered in Fall 1992. The first two Core Associates would be chosen for the 1992-93 academic year. Over the next two and one half years, the remaining core levels could be established on a schedule developed by the Core Director. Each academic year two more Core Associates would be added until the total of eight was reached.

Why should a core program be adopted at UNM?

Aside from the merits—or limitations—of the particular program that we propose in this document, there are other significant reasons for giving serious consideration to a core program at UNM. The most compelling arguments for establishing a core program may be those that could be made for almost any program. We believe these larger considerations should be taken into account in deliberating our proposal.

1. A core program can center the academic community. When all students take some courses in common, when the institution commits itself to an educational philosophy, and when faculty become participants in the general educational mission of the university, then there are some common experiences and understandings that can promote dialogue on issues other than parking.
A core program will articulate a philosophy of education. The core makes a statement to students, to citizens of the state, and to ourselves about what a UNM education means and the principles on which it is based. Our proposal is committed to ways of knowing as the core subject of a UNM education and to diversity as a cultural, intellectual, and academic principle.

3. A core program will embody UNM’s commitment to quality undergraduate education. A core is visible evidence that the faculty cares about all of the student’s undergraduate education, not just about major or professional courses.

4. A core program can unite the faculty and promote dialogue across disciplinary and departmental boundaries.

5. A core program will make academic considerations primary in general education requirements. By centering general education in a coherent and unified program, academic criteria can replace the political “turf” considerations that often characterize discussions of distribution requirements. Further, by placing an academic program with a faculty at the center of undergraduate general education, we restore a faculty presence to an area of our educational program that has been notable for the absence of faculty guidance. Over time the core program may help to restore credibility to general education programs. By adopting a core program we will encourage reconsideration of existing requirements and establish a center for ongoing discussion and review of our general education programs.

Submitted by the Core Curriculum Committee:
Paul Davis, English, Chair
Philip K. Bock, Anthropology
Douglas George, Art and Art History
Brian Hansen, Theater and Dance
Betty Jameson, History, Women Studies
Roy Johnson, Civil Engineering
Bernard Moret, Computer Science
David Null, Zimmerman Library
Shianni Okwodu, African-American Studies
Sandra Schwanberg, Nursing
Warren Smith, Modern and Classical Languages
Appendix

In the following pages we do not describe courses, but rather guidelines to generate course proposals from the faculty. In taking this approach, we are following a process similar to ones used in many core programs around the country. In the widely-reported "Cultures, Ideas, and Values" core at Stanford, a program similar to our proposed Core 3, there are 8 different courses from different departments that meet the course guidelines. Students may choose any one of the courses to meet the requirement. The courses at Stanford range from fairly traditional great books and western civilization courses taught by the literature and history faculties to such innovative courses as "Western Culture and Technology," an interdisciplinary course taught by historians and scientists, and "Europe and the Americas," a course on the ways in which European thought has related to indigenous cultural traditions of the western hemisphere. We hope that there will be similar variety in each of our core areas and that our program will include both new and existing courses, traditional and innovative approaches.

The goals and guidelines for each of our six core areas that follow are not written in stone. We expect that they will be revised and modified as the program develops. Indeed one of the virtues of an established core program is that such changes can be made as appropriate. However, these guidelines indicate an appropriate starting point and should suggest many other possibilities for course proposals than the particular examples we have given.

CC1: Introduction to the Core

This course introduces the central concept of the core curriculum, different ways of knowing, by exploring a single topic of broad significance from several different ways of ordering, understanding, interpreting, knowing. Although individual sections will treat different subjects, all Core 1 courses will introduce the concepts (1) that different disciplines and approaches to knowledge exist, (2) that methodology and epistemology affect understanding, and (3) that the assumptions and social experience of the knower affect perceptions of what it is important to know and how it is known.

Core One Guidelines:
1. Core 1 courses should address a topic of broad human significance that lends itself to interdisciplinary exploration.
2. The topic is addressed from at least three "ways of knowing." These ways might include, but are not limited to: empiricism and the scientific method; aestheticism, historicism, revelation, introspection, dialectical materialism, biocultural analysis, psychological analysis, intellectual processes (such as logic, ethical/moral reasoning, etc.), and experiential learning.
3. The methods and assumptions of the ways of knowing used in the course should be made explicit and their implications for understanding the subject explored.
4. The value and significance of the topic for persons of different social or cultural experiences (persons of different cultures, ethnic or racial backgrounds, religions, classes, genders, ages) should be considered. The purpose is to explore how the same topic may have different value or meaning depending on the perspective from which it is understood.
5. To facilitate the presentation of different approaches and perspectives, courses can be team-taught or use visiting speakers. Texts for the course should introduce different perspectives.
6. Courses should be one-semester, 3-hour offerings.
7. Each course should require at least three substantial papers or other appropriate products (journals, creative works, etc.) that stimulate students to clarify the processes and implications of different ways of knowing and that encourage them to recognize how they approach the subject and the values they attach to it.
8. Proposals should include (1) the title and (2) teacher(s) for the course, (3) a brief description of the subject of the course and how it lends itself to exploration from a variety of perspectives, (4) a brief description of the ways of knowing to be explored and the perspectives from which the subject will be approached, (5) a briefly annotated list of texts and materials to be used, and (5) a narrative description of the process of the course, indicating how it will clarify approaches to the subject, the diverse perspectives and meaning it holds for different groups, and the implications of those different ways of knowing.

A Representative Course: "Human Reproduction." Using empirical/scientific approaches to explain conception and the new technologies of contraception and fertility; ethical/philosophic approaches to explore the ethics of abortion, contraception, surrogate mothering; personal narrative and film to explore male and female experiences of pregnancy, birth, and parenting; and comparative cultural constructions (anthropological/historical) to consider such questions as when life begins, who is a parent, and what constitutes appropriate care for newborns. The diverse perspectives of sex and class will be applied to conception, of gender, race, class, and religion to questions of reproductive choice and the development of reproductive technologies; of gender, time, and culture to issues of parenting.

CC 2: Ways of Knowing

Each course in Core 2 builds upon the Core 1 requirement and concentrates on a specific approach to knowledge, studying its historical context, methodology, philosophy, biases, results, limitations, and contributions to mankind. The purpose of a Core 2 class is to get the student to appreciate a point of view shaped by history and the discipline and to be able to exploit its advantages, while remaining aware of its limitations. Examples of approaches to knowledge include science and empiricism, aestheticism, mysticism, folklore, synecdoche, psychoanalysis, religion, etc. A Core 2A course on the scientific approach to knowledge is required of all students.

Core 2 Guidelines:
1. Core 2 courses should be one-semester, 3-hour offerings.
2. As praxis is the best teacher, each Core 2 class must include two or more in-depth studies of small examples; these examples should be chosen so as to allow students to complete their study in a few weeks, yet also to ensure that most of the facets of the approach are illuminated. Each such study should be the subject of a substantial essay or other written exercise (e.g., lab notes), in which the student delineates the steps taken in the study, the facts or feelings uncovered, the hypotheses formulated, the lessons learned, and the mistakes committed.
3. Texts for the course should rely mainly on primary sources—although the study examples may be entirely fictitious. It is essential that the student be exposed to the thinking of a variety of authors on the essence of the method and its application. Care should be exercised to select readings or other sources (paintings, architecture, etc.) from a variety of authors or artists, in time, space, and culture, in order to demonstrate the variability of one approach to knowledge as a function of social and cultural setting.
Special Note: While a number of different courses can and should be instituted under Core 2, every student will be required to take a class that addresses the scientific approach to knowledge. The rationale for this requirement is simply the overwhelming importance of science in our culture. Because of its phenomenal success in the "hard" sciences, the modern western approach to science is largely unquestioned, yet much of what it assumes was a matter of hot debate as recently as the nineteenth century. Hence every student should be exposed to: (1) the fact that science has not always meant what it means today in the western world; (2) some of the methodological and philosophical reasons why science has been so dynamic and so successful in the last century; and (3) why some of its fundamental tenets may make it unsuited to some of the new problems to be tackled.

Guidelines for Core 2A Science Courses: The fundamental topic of Core 2A Science courses is a critical look at the scientific approach, through time and space, with emphasis on the modern scientific method. Its main objectives are: (1) to understand why the western scientific method has been so productive--but also to realize that it has evolved considerably since its traditionally ascribed formulation by Francis Bacon and others; (2) to appreciate that "science" remains in great part subjective and very much influenced in its emphasis on the modem scientific method. Its main objectives are: (1) to understand why the western scientific method has been so productive--but also to realize that it has evolved considerably since its traditionally ascribed formulation by Francis Bacon and others; (2) to appreciate that "science" remains in great part subjective and very much influenced in its approach and tenets by social and other factors; (3) to become aware of the limitations of science as it now stands, for instance, with respect to complex, dynamic social or physical systems (e.g., chaotic systems); (4) through two or more experimental designs, to become familiar with the practice of the scientific method.

In addition to the general Core 2 guidelines, Core 2 courses on the scientific method should follow the guidelines below:

1. The course should illustrate key points in contemporary scientific thinking, such as the testability of conjectures, the reproducibility of results, the applicability of theories, and especially the emphasis on ascertaining causal, rather than just associative, relationships.

2. It should cover tools and methods characteristic of the contemporary approach: gedanken experiments, alternate scenarios, and the universal reliance on logic (reasoning) and probability (testing of hypotheses and significance of results); in particular, it should discuss the use of blind and double-blind testing in experiments that affect humans.

3. It should address problems posed within the contemporary framework by such phenomena as chaotic systems, nondeterministic systems, and the issue of constructivism. It should show how these problems arise out of specific requirements or assumptions about science, most of which are contemporary.

Finally, it should contrast these contemporary approaches to scientific approaches throughout history (even when restricted to western thought).

4. Support materials may include readings from scientists who changed what science means, such as some of the ancient Greeks (Democritus, Pythagoras, Aristotle, Plato), the more practical Romans (Pliny, Lucertius), late medieval figures (Roger Bacon, Paracelsus), Renaissance scientists (William of Occam, Galileo, Francis Bacon), Arab mathematicians (Al Kuwarism1), and scientists of the last two centuries (from Sigmund Freud and David Hilbert to Stephen Hawking and Roger Penrose), illustrating how science slowly develops its own internal definition and rationale and how biases in science evolve. Other readings should address the experimental method (such as Sir Fisher's discussion of the tea-drinking lady) and its problems ("Big science"). Illustrations closer to the student's experience could include: science-fiction readings (many authors have tried to describe worlds where science has progressed according to different tenets or where the empirical method is doomed to failure); experimental designs to compare the quality of hi-fi sound reproduction; etc. Many key concepts should be introduced though the use of paradoxes and gedanken
experiments. Finally, some readings should address difficult questions about science (for instance, where are the boundaries between science, engineering, law, religion, and art?) and the existence of chaotic systems, where even the most precise measurements cannot ensure reproducibility and hardly any testability.

Representative Courses: No course exists in the current UNM catalog that seems to meet the intent and guidelines of the Core 2A course on scientific method. On the other hand, several existing courses appear to meet or come close to meeting the general guidelines for Core 2B classes; just a few would include Psychology 100, Statistical Principles; Psychology 202, Psychological Research Techniques; Math 130, Historical Survey of Mathematical Ideas; History 309, Historiography; Philosophy, 352, Theory of Knowledge. Some topics around which new courses might be developed could include, "Revelation and Interpretation," "Psychoanalysis vs. Behaviorism," or "History and Evolution."

CC3: Cultural and Intellectual Traditions

Through study of the history of ideas, Core 3 courses seek to develop critical thinking and writing abilities and an awareness of inherited cultural and intellectual traditions. It builds on the first course in the core program, Ways of Knowing, by looking from diverse points of view at established texts and ideas, subjecting them to critical analysis and evaluation. The emphasis will be on the ideas, ideals, and values that inform these traditions and on the processes of analyzing, testing, and evaluating that are central to the search for truth and the examined life.

Core 3 Guidelines:

1. Using primary texts wherever practical, proposed courses should introduce major concepts, ideas, themes, and issues, placing them in their historical and cultural contexts. Study should not be limited to a particular period, but rather should attempt to cover broadly several periods. Two semester proposals should divide roughly into ancient and medieval periods (Core 3A) and the modern, post-renaissance world (Core 3B). One semester proposals may treat either half or cover a similarly broad historical perspective that links the modern world with earlier periods.

2. Texts for the course will include the philosophic, literary, and scientific classics broadly described as "great books," as well as works of visual art, architecture, music, and technology that might be similarly described as "great works." Each course should include some works that challenge the dominant Western tradition—works by non-Westerners, by women or minority writers in the West, or other works that challenge the dominant point of view.

3. Consistent with the theme of the core program—that there are many ways of knowing—each Core 3 course should present more than a single perspective on the themes, topics, or issues treated. A significant number of Traditions courses will give substantial attention to issues of race, gender and class. Courses will normally include works by women and members of minorities. To facilitate discussion and to present more than a single point of view, courses can be team-taught or use visiting speakers.

4. Each course should require each semester at least three papers (about 5 pages each) that call for critical thinking skills.

5. Proposals should include (1) the title and (2) teachers for the course, (3) a brief description of the thesis for the course and its rationale, (4) a briefly annotated list of texts, indicating their relevance to the course theme, and (5) a narrative description of
the process of the course, showing how it will develop its themes, teach critical thinking, and recognize diversity.

Representative Courses: Clearly many existing courses meet the guidelines, or could easily be adapted to the guidelines for Core 3. History 101-102, Western Civilization; Art History 201-202, History of Art; Philosophy 111-112, Development of Western Civilization; English 131-132, Perspectives on the Western Tradition are among the courses currently offered at UNM that seem to meet the guidelines. Some other current UNM courses might be less-traditional possibilities for Core 3 courses: Mathematics 129-130, Historical Survey of Mathematical Ideas; Geology 209, The Earth Environment. We hope that the Core 3 program will also encourage proposals to study classic scientific texts, trace the history of technology, or view the Western tradition from minority points of view as courses at several other universities do.

CC 4: World Cultures

Core 4 courses introduce distinctive contemporary ways of life and thought outside of the United States. The courses satisfying Core 4 may be offered in a number of different departments of the University. Ideally, they will be taught by individuals of appropriate personal background and with scholarly training in the areas considered.

Core 4 Guidelines

1. In general the courses will focus in some detail on particular national or pre-industrial societies, or on ethnic or regional groups outside of the United States. While history may form an important component of the syllabus, the emphasis in these courses is intended to be on contemporary cultures. Ideally these courses will take an interdisciplinary or multidisciplinary approach.

2. Courses will utilize materials from and about the cultures studied, in translation when necessary, but with consideration of the linguistic dimensions of cultural variation (e.g. a course on Mexico would attend not only to Spanish language and literature but would also consider the indigenous languages of the country).

3. Such courses should demonstrate that even within relatively homogeneous societies there exist different points of view due to class status, gender, age, religion, etc., so that representing any society as an undifferentiated mass distorts reality and obscures important distinctions.

4. Oral and written work in these courses should show that the student understands the historical and adaptive reasons for cultural differences and appreciates the contributions of diverse peoples to our knowledge of human potential.

5. Proposals should include: 1) title and 2) teacher/s for the course, indicating relevant training and experience in the culture, 3) topics to be covered, 4) a briefly annotated list of texts, and 5) a narrative description of the process of the course.

Representative Courses: Some of the existing classes that appear to fulfill the criteria for Core 4 are History 150, Introduction to Latin America; Russian 345, Russian Civilization; Russian 401, Russia Today; Portuguese 200, Introduction to Brazilian Culture, as well as courses in the history, cultures, art, literature, politics, or geography of particular nations and regions, insofar as they are directed to a general audience. Interdisciplinary area study courses dealing with societies from several points of view would be particularly appropriate to meet this requirement and should be proposed when student interest and suitable faculty are available. The committee thinks such a course on
Mexico would be an especially appropriate one for the core program. The course might begin with prehistory and the origins of Mesoamerican civilization, continuing through the Conquest, the colonial era, Independence, the Revolution of 1910-20, up to present issues in Mexican politics and economy, border studies, etc. Attention should be given to literature, music, and the arts as well as political history.

Note: Credit for the World Cultures requirement may be gained by appropriate study abroad.

Core 5: American Diversity

Core 5 courses encourage critical thinking about socio-cultural differences within contemporary American society. These courses compare the ways in which different communities within the United States experience American culture and how these varying perspectives arise from such socially constructed factors as ethnicity, race, gender, and class. The Afro-American family is understood very differently when viewed from the sociological and economic perspective of Daniel Patrick Moynahan than it is when seen from the perspectives within the community of Angela Davis or Malcolm X. These divergent points of view define "family" differently, describe different family networks, and ascribe different strengths and challenges to the family. The goal of Core 5 courses is to consider divergent points of view in an effort to understand the complexity of contemporary American society.

Core 5 Guidelines
1. Core 5 courses may have a topical focus (e.g. the medical system, growing old in America, the homeless), an emphasis defined by a particular cultural perspective (e.g. women and the American health care system, the Afro-American experience), or a regional emphasis (southwest culture; isolated communities in New Mexico).
2. In significant ways, Core 5 courses should demonstrate how difference is culturally constructed.
3. Core 5 courses should be directed to the interests and abilities of non-majors, but they should be at a level of complexity and depth appropriate to junior or senior-level students.
4. Team teaching may be an appropriate way to incorporate multiple perspectives or to approach interdisciplinary topics.
5. When feasible, Core 5 courses should include field experiences. Two-semester proposals are appropriate for courses with extended field experiences.
6. Proposals should include: 1) title, 2) teacher/s, 3) description of course content and rationale, 4) course objectives, 5) list of texts, and other learning activities (field experiences, etc.), 6) a narrative description of the process of the course and how it is expected to illustrate socially constructed experiences in American society.

Representative Courses: Existing courses in many departments may now meet most of the criteria for Core 5. Such courses include: Communication 325, Intercultural Communication; Spanish 320, Survey of Chicano Literature; Psychology 375, Psychology of Women; Sociology 308, Sociology of Sex Roles; Art Education 357, Media Arts and Women; Sociology 487, Sexism in Education; Nursing 307, Women and the American Health Care System. Besides these and other social science courses that appear to meet the guidelines, Core 5 is also an appropriate place to include courses on regional topics, such
courses, for example, as American Studies 341, History of Conflict in New Mexico; or Spanish 301, Southwest Culture.

Core 6: Capstone Interdisciplinary Seminars

Core 6 seminars bring together students from several majors to address problems of human and social significance that call for creativity in analyzing issues, developing strategies, and synthesizing solutions. The purpose of the seminar is not to provide one solution to a problem, but to explore alternative solutions and their different consequences. Working in collaborative teams that draw on the abilities of students from more than one discipline, the project groups will address a social problem, analyze a community issue and define alternative solutions, organize and implement an action project, prepare a plan, a publication, an aesthetic experience, a report. The projects may be continuing projects, but each semester’s work should have defined goals in relation to the long-term aims of the ongoing project.

Guidelines for Core 6 Seminars:

1. Core 6 seminars will be open to students who have completed 90 hours toward a baccalaureate degree.
2. Seminar projects will involve students from more than one discipline.
3. Although the seminar will be guided by a faculty facilitator, these courses are intended to give students the determining role in setting the goals for the project, developing background, analyzing alternative strategies, implementing action, and reporting results. The faculty member’s role will be to guide and facilitate these student activities, not to substitute his or her expertise for their inexperience.
4. Projects may be either one-semester projects or on-going, longer term projects. In either case, the work for the particular semester should allow significant student involvement in the processes defined in guideline 3.
5. Each project group will submit a final report on the project to the Core 6 coordinator at the end of the semester that includes a statement of the goals of the project, a narrative describing the process of the seminar in addressing these goals, a description of results, and recommendations for further seminars.
6. Normally the seminar group will be about 15 students, though projects involving larger numbers, perhaps working in sub-groups, or smaller numbers will be considered when appropriate.
7. Projects may be initiated by either a faculty proposal or by student petition.
8. Proposals should include (1) The title and (2) facilitator/s for the seminar, (3) a brief description of the subject and its significance, (4) the proposed goals for the seminar, (5) the disciplines that the seminar will engage, indicating any special skills or abilities that the project may require, and any unusual characteristics in the project group.

Representative Courses: Project seminars are currently offered in several disciplines, especially in the professional colleges, for students in particular majors or programs. There are also some interdisciplinary projects being undertaken by students in the General Honors Program. Below we have briefly described seminars from a variety of disciplines to suggest the kind of courses we have in mind, the various communities such projects might serve, and the kind of activities they would involve.
. A project to bring communication to children in medical isolation. Many children are kept for several weeks in totally self-contained environments after procedures that compromise their immune system (e.g., marrow transplant); thse children thus spend weeks with no contact at all with the external world. A project recently started in Boston equipped a number of these isolation tents with computers, allowing not only games and such, but also contact with other children in other isolation tents and, through the networks, contact with the entire world. Children in this project recover much faster than those without access to the computers. Designing such a system requires a number of skills be put together: computer scientists may form an important part of this project group, but the group would also need students from several other majors.

. A project to produce a guidebook on D. H. Lawrence’s New Mexico. For a guidebook that includes biographical and critical essays on Lawrence’s life and work in New Mexico, students with interests in biography, history, photographic history, and literary criticism would team with students interested in cartography, graphic design, professional writing, and marketing to design, produce and market a sophisticated guidebook on Lawrence and New Mexico.

. A project to propose alternative sites for a botanical garden in Albuquerque. After developing a theoretical model for the botanic gardens based on interviews with the relevant people in Albuquerque, the group will evaluate several different sites in terms of biological criteria, urban planning issues, environmental and economic impacts, etc.

. A project to reintroduce a wild animal species into its original habitat. Such a project involves legal issues, public opinion issues, ecological and ecological issues, and a myriad of logistical issues (many of them having to do with monitoring the project, from population growth, through predator-prey relationships, to migration patterns, to human relations), and the overall issue of evaluation (what does success mean in such a project?).

. A project to design and implement a primary health care program for residents of a small, rural New Mexico community, based upon existing demographic, morbidity, and mortality information, consumer opinions, and existing resources. Students would work with a faculty member from the College of Nursing.
SUBJECT: CHE Recommendation for Transfer of D Grades

REQUESTED ACTION: Discussion Only

BACKGROUND INFORMATION: See attached
DATE: February 26, 1991

TO: Faculty Senate Operations Committee

FROM: Susan Dees/Chairperson
Admissions and Registration Committee

RE: CHE Recommendation for Transfer of D Grades

At the January 31 and February 21 meetings of the Admissions and Registration Committee, members discussed the Commission on Higher Education's proposal that grades of D be transferred between New Mexico two-year and four-year colleges. A great deal of discussion focused on the organization of UNM degree-granting colleges. Committee members believe that most degree-granting colleges would not be inclined to accept grades of D for transfer credit toward graduation requirements. The Committee felt that it would be counterproductive to state that it would accept transfer grades of D and then degree-granting colleges would not count those grades toward graduation credit. The Committee strongly believes that further discussion of this proposal must take place within each degree-granting college at UNM.

Cindy Stuart, Director of Admissions, surveyed other comparable universities within Colorado, Texas, Arizona and California, as well as several university systems such as the state university system in New York. Cindy found that articulation agreements in which associate degrees could be transferred from a two-year school to a four-year school often included the acceptance of grades of D if the associate degree had been completed with an overall grade point of 2.0 or higher. Very few of the universities that Cindy contacted automatically accept a D transfer grade. In fact, several of the universities that had at one time accepted transfer grades of D were now rethinking that decision and moving in the direction of no longer accepting transfer grades below C.

Cindy also reported that when associate degrees were accepted by four-year institutions, students were generally given junior status at the four-year institution. This occurred when the four-year institution had a core general education requirement of all of its students. Several Committee members expressed the opinion that because UNM does not have a core general education requirement of all its students, students should not be able to automatically transfer an associate degree with or without grades of D to UNM and receive junior level status.

Two Committee members from the College of Engineering pointed out that their college limits the number of D grades that can be counted toward graduation and have specific courses in which a grade of D cannot be earned toward graduation credit. It would be difficult for the College of Engineering to state that their college would accept transfer grades of D.
The Committee was informed that NMSU has recently stated it will accept transfer grades of D from other New Mexico institutions. There was no information as to how NMSU plans to implement that policy. Committee members believe that UNM must carefully weigh the consequences of accepting this transfer policy before a final decision can be made.

It was also brought to the Committee's attention that some student groups on campus oppose the move of accepting grades of D from transfer students because they feel the integrity of the institution will be threatened. Other students spoke to the support of this transfer policy stating that all New Mexico students should be treated as native students.

The Admissions and Registration Committee did not take a formal vote on the CHE recommendation. I believe that if a vote had been taken, the Committee would have voted "no" to the recommendation. Instead of voting on the recommendation, the Committee voted to encourage the Operations Committee to broaden the base of discussion on this proposal to include senate-at-large as well as faculty within each degree-granting college.

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

nt

cc: Fred Chreist
SUBJECT: Items from the Curricula Committee

REQUESTED ACTION: Approve the items

BACKGROUND INFORMATION: The following items from the Curricula Committee have been approved by appropriate committees and units.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 3 April 1990

Unit: UNM-Los Alamos
(Dept., Div., Prog.)

UNIT PREPARES IN TRIPlicate
Routing (All three copies)
1. Dean of Library Services
2. College Curriculum Comm. if necessary
3. College or School Faculty
4. College or School Dean
5. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad. level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change
Degree New x Revision of existing degree Deletion_______
Major New Revision of existing major Deletion_______
Minor New Revision of existing minor Deletion_______
Concentration New Revision of existing concentration Deletion_______

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

Associate of Arts in Southwest Studies

II. Minor Change
Minor name change of existing degree, major, minor, or concentration.
Minor program revision (3-6 hours)

Reasons for Request (attach extra sheets if necessary)
Designed to provide students with a broad multidisciplinary program of humanities with emphasis on the Southwest in a context of cultural pluralism.

Effective Date of Proposed Change: Fall 1990

Budgetary and Faculty Load Implications: (attach statements) Covered by 1990-91 UNM-Los Alamos budget
Might this change impinge in any significant way on student or departmental programs? Yes No
If yes, have you resolved these issues with department involved? (attach statement)

Signature: _________________ Date: _________________

Approvals: Dean of Library Services
College Curricula Committee
(if necessary)
College or School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
and/or
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Provost
Faculty Senate

University of New Mexico
Revised 6-1-81
The Associate of Arts degree in Southwest Studies is designed for students who wish to gain a broad education in the humanities within a context of cultural pluralism. As a terminal degree the Associate of Arts in Southwest Studies will provide students with valuable knowledge of local and regional history, language, art, ecology, anthropology, literature, and the three cultures of the Southwest. As a transfer degree, credits earned in the degree curriculum will meet the equivalent of the first two years of the UNM College of Arts and Sciences.

1. A minimum of 62 credit hours of which at least 15 hours must be University of New Mexico credits (with a minimum GPA of 2.0).

2. Nine hours of Communication Skills:
   - English 101: Writing with Readings in Exposition (3)
   - English 102: Analytic Writing (3)
   - Any course in Communication, Linguistics, Journalism, or English 219: Technical Writing (3).

3. Nine hours of Arts and Humanities including:
   - History 260: History of New Mexico (3), or any history course on the approved list.
   - Art History 151: Artistic Traditions of the Southwest (3), or any fine arts course on the approved list.
   - English 211: Topics: Southwest Literature or any literature course on the approved list.

4. Nine hours of Mathematics/Physical Sciences/Biological Sciences chosen from at least three of the following areas: Biology, Chemistry, Geology, Mathematics and Statistics, Physics and Astronomy.

5. Nine hours of Social and Behavioral Sciences including: Anthropology - 3 credit hours. Any course from the approved list.

   Courses from any two of the following areas: Economics, Geography, Political Science, Psychology, and Sociology.

6. Six hours of Modern Languages chosen from the following list:
   - Spanish 101: Elementary Spanish (3)
   - Spanish 102: Elementary Spanish (Span 101 prerequisite) (3)
   - Spanish 103/104: Elementary Conversational Spanish (1,1)
   - Navajo 101: Elementary Navajo (3)
   - Navajo 102: Elementary Navajo (Nav 101 prerequisite) (3)
7. A minimum of five hours of Southwest Studies including:

American Studies 286: Introduction to Southwestern Studies (1)
Library 266: Research Techniques in Southwest Studies (2). This course transfers to UNM as a general elective - there is no UNM equivalent.

8. A minimum of 15 hours of Southwest Studies electives. Students may take a variety of courses or may choose areas of concentration (especially if they plan to transfer to a four-year institution and have already chosen a possible major in that field). Areas of concentration would include: Anthropology and Sociology, Language and Literature, History and Political Science, and Fine Arts. A maximum of two hours of Physical Education may count towards the degree.

9. No Introductory Studies courses (IS-Math 100, IS-English 100, IS-Reading 100, IS-Natural Science 100, or Academics 120 and 121) will be accepted toward the degree.

10. Courses developed and offered by UNM-Los Alamos designated with a suffix T, which do not automatically transfer to UNM Main Campus, will not be accepted toward the degree.

Approved Courses

Anthropology:
Anth 105: Natural History of Humankind (3)
Anth 120: Digging Up Our Past (3)
Anth 130: Cultural Anthropology (3)
Anth 221: Ancient Peoples of the Southwest (3)
Anth 237: Indians of New Mexico (3)
Anth 284: Ancient Mexico (3)

English:
Engl 211: Topics: (any of the following)
Southwest Literature (3)
Native American Literature (3)
Chicano Literature (3)
Latin American Literature (3)
Oral Literature of the Southwest (3)
The Southwestern Image in Literature and Film (3)
Latin American Literature and Film (3)

Engl 298: Topics: Bilingual Creative Writing (3)

Modern and Classical Languages:
Spanish 101: Elementary Spanish (3)
Spanish 102: Elementary Spanish (3)
Spanish 103: Elementary Conversational Spanish (1)
Spanish 104: Elementary Conversational Spanish (1)
Spanish 201: Intermediate Spanish (3)
Spanish 202: Intermediate Spanish (3)
Spanish 203: Intermediate Conversational Spanish (1)
Navajo 101: Elementary Navajo (3)
Navajo 102: Elementary Navajo (3)
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<th>Course Code</th>
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<td>Art HI 151</td>
<td>Artistic Traditions of the Southwest (3)</td>
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<tr>
<td>PA 152</td>
<td>Continuation of Artistic Traditions of the Southwest (3). This course transfers to UNM as a general elective - there is no UNM equivalent.</td>
</tr>
<tr>
<td>DANCE</td>
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<tr>
<td>Dance 169</td>
<td>Introduction to Flamenco (2)</td>
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<tr>
<td>Dance 269</td>
<td>Flamenco I (3)</td>
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<td>MUSIC</td>
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<tr>
<td>Music 113</td>
<td>Mexican Guitar (1)</td>
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<tr>
<td>Music 114</td>
<td>Mexican Guitar (1)</td>
</tr>
<tr>
<td>HISTORY</td>
<td></td>
</tr>
<tr>
<td>Hist 260</td>
<td>History of New Mexico (3)</td>
</tr>
<tr>
<td>Hist 220</td>
<td>Studies in History (1-3) Appropriate topics in Southwestern history will be offered.</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
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<tr>
<td>Soc 211</td>
<td>Social Problems: Race and Cultural Relations in the Southwest (1) Prerequisite: Soc 101</td>
</tr>
<tr>
<td>Soc 216</td>
<td>The Dynamics of Prejudice (3) Prerequisite: Soc 101</td>
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<tr>
<td>Soc 221</td>
<td>Rich and Poor Nations (3) Prerequisite: Soc 101</td>
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<td>PHYSICAL EDUCATION</td>
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<tr>
<td>P E-NP 128</td>
<td>Beginning Country Western Dance (1)</td>
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<tr>
<td>P E-NP 129</td>
<td>Intermediate Country Western Dance (1)</td>
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<tr>
<td>P E-NP 130</td>
<td>Advanced Country Western Dance (1)</td>
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<tr>
<td>P E-NP 131</td>
<td>Topics: Traditional Dance of the Southwest (2)</td>
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</table>

**Conexiones (8-10 Hours):**

Field classes in Mexico. Conexiones is an annual summer program sponsored by the General Honors Program and the Department of Modern and Classical Languages at UNM. Students may earn up to 10 hours of elective credit towards the Southwestern Studies degree by participating in this intensive interdisciplinary program of language and cross-cultural studies at UNM and Morelia, Michoacán. Conexiones features a one week orientation at UNM, a 4 to 6 week field session in Mexico, and a closing week of seminars at UNM. Prerequisite for Conexiones: Applicants must have taken a college Spanish course (or equivalent) or possess a basic knowledge of Spanish. The core program of course work includes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Spanish 276</td>
<td>Accelerated Beginning Spanish (3). Grammar and conversation with emphasis on Mexican culture - for beginning students.</td>
</tr>
<tr>
<td>Spanish 201</td>
<td>Spanish Conversation (1). Intensive, structured conversational Spanish — all levels.</td>
</tr>
<tr>
<td>General Honors 299</td>
<td>Conexiones: A Field Course in Mexican Culture (4). Students will complete investigative assignments in Michoacán, Mexico City, Uruapan, and Guanajuato.</td>
</tr>
</tbody>
</table>

**Elective Courses:** Individual Study (1-2). Problem courses can be arranged in various disciplines.

More information on Conexiones is available upon request.
Program Goals:
The Certificate Program in Southwest Studies is designed for students who wish to broaden their knowledge of the rich and diverse cultures of the Southwest. The program will provide students with valuable knowledge of the history, language, and expressive culture of the peoples of the Southwest.

Requirements:  
A minimum of 29 hours.

Southwest Studies Core Requirements:  29 hours, including:

**Communication Skills (3):**
- Engl 101 (3)

**Humanities (6):**
- Hist 260: History of New Mexico (3) or any other history course from the approved list.
- Engl 211: Topics in Southwest Literature (3) or any other literature course from the approved list.

**Fine Arts (3):**
- Art HI 151: Artistic Traditions of the Southwest (3) or any other art course from the approved list.

**Social & Behavioral Science (3):**
- Any anthropology course from the approved list.

**Modern Language (3):**
- Span 101 (3) or Nav 101 (3)

**Southwest Studies (6):**
- An ST 296: Introduction to Southwest Studies (3)
- Libr 266: Research Techniques in Southwest Studies (2). This course transfers to UNM as a general elective - there is no UNM equivalent.

**Electives (6):**  Any 6 hours from the approved list of courses.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: December 5, 1990

Dolores S. Butt, Ph.D.
(Name of Individual Initiating curricular change form)
Professor of Communicative Disorders
(Title, position)
Dept. of Communicative Disorders
(Dept., Div. Prog.)

This form is for Major Study, Minor Study

Name of New or Existing Program

This program is or would be located in current catalog page 103

I. Major Change-Mark appropriate category

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<th>Revision of existing major</th>
<th>Revision of existing minor</th>
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<td>Concentration</td>
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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

See attached

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

New Name of Program

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

See attached

Reasons for Request: (attach statement) See attached

Effective Date of Proposed Change: Summer 1991

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes No XXX

If yes, have you resolved these issues with department involved? (attach statement)

Signature: Reiner J. Hood

Approved:

Dean of Library Services
CIRI
College Curricula Committee (If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Academic Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 1/16/91
Date: 1/24/91
Date: 1/24/91
Date: 1/28/91
Date: 2/20/91
COMMUNICATIVE DISORDERS

Linda L. Riensche, Chairperson
901 Vassar, NE, 277-4453

PROFESSORS:
Dolores S. Butt, Ph.D., University of New Mexico
Lloyd E. Lamb, Ph.D., Purdue University

ASSOCIATE PROFESSORS:
Richard B. Hood, Ph.D., Stanford University
Bruce E. Porch, Ph.D., Stanford University
Linda L. Riensche, Ph.D., Memphis State University
Carol Westby, Ph.D., University of Iowa

ASSISTANT PROFESSOR:
(Position Vacant)

CLINICAL FACULTY:

ASSISTANT PROFESSOR:
Mary L. Bolton-Koppenhaver, M.S., University of Kansas

INSTRUCTORS:
Christina Brown, M.A., Northwestern University
Jan S. Lewis, M.A., University of Kansas
Janet Patterson, M.S., University of New Mexico
Geraldine Rodriguez Rouse, M.S., University of New Mexico
Judy K. Williams, M.A., Northwestern University

MAJOR STUDY
The Department of Communicative Disorders endorses the training program recommendations of the American Speech-Language-Hearing Association with education at the Bachelor's level being primarily preprofessional. In order to meet professional certification requirements, a person must complete the master's degree.
MAJOR STUDY REQUIREMENTS

A. Thirty (30) hours in Communicative Disorders. The following 24 are required: 302, 303, 321, 350, 425, 428, 430, 431. The other 6 may be chosen from Com Ds 300- and 400-level courses or Sign 201, 210, 214.

B. Either Ling 292 or Ling 440.

C. Either Psych 220 (preferred) or Ed Fdn 303 or FS 202.

D. Either Psych 200 or Math 145.

MINOR STUDY

Eighteen (18) hours. The following 6 are required: Com Ds 302 and 303. The other 12 may be chosen from the following: Com Ds 321, 350, 407, 425, 430, Ling 292 or 440, Sign 201, 210.

DUAL MAJOR IN LINGUISTICS AND COMMUNICATIVE DISORDERS

Twenty-seven (27) hours in both Linguistics and Communicative Disorders. Consult both chairpersons for specific requirements.
Department of Communicative Disorders

Major and Minor Curricular Changes

Reasons for Revising Major Requirements

1. The only significant change in the required Com De courses is the addition of 431, formerly a graduate course (530). We have learned that beginning graduate students need the information in that course as preparation for their clinical practice, therefore it should be on the senior rather than the graduate level.

2. The addition of either Linguistics 292 or 440 is due to the new certification requirements of the American Speech-Language-Hearing Association. In the area of "Basic Human Communication Processes," our department offers 12 hours, which met the former requirements. The new requirements demand 15 hours, and Linguistics 292 or 440 are the most appropriate courses at UNM.

3. Our department faculty also unanimously agreed that our majors should have a basic course in child development because so much of our profession is oriented to the difference between normal and deviant development. That is why either Psych 220, Child Psychology, Ed Fdn 303, Human Growth and Development, or Family Studies 202, Infant Growth and Development, is required.

4. Our department faculty unanimously agreed that our majors should have a course in basic statistics to prepare them for several 400-level courses (especially 452), and to enable them to read certain assignments, especially journal articles, more intelligently. That is why either Math 145, Introduction to Probability and Statistics, or Psych 200, Statistical Principles, is required.

5. We do not think the total requirements are excessive. We have reduced the requirements in the major (which includes Linguistics and Sign Language) from 36 to 33. And the two courses in basic statistics and child development can count toward most students' A&S group requirements and/or minor.

Reasons for Revising Minor Requirements

We reduced the number of choices for the 12 hours of electives from 11 courses to 9 courses to insure a well-rounded undergraduate minor.

Budgetary and Faculty Load Implications: None
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: November 14, 1990

Natasha Kolchevska
(Name of individual initiating curricular change form)
Chair, Russian Studies, Assoc. Prof.
(Title, position)

(CIP CODE

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)
1. Dean of Library Services
2. CIRT (Comp & Inform Res & Tech), if necessary
3. College Curriculum Comm. if necessary
4. College or School Faculty
5. College or School Dean
6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
7. Office of Graduate Studies (For grad. level changes)
8. VP of Academic Affairs
9. Academic Senate

This program is or would be located in current catalog page

I. Major Change-Mark appropriate category

Degree
Major
Minor
Concentration

Revision of existing degree
Revision of existing major
Revision of existing minor
Give exact title and requirements as
they should appear in the catalog. (See current catalog for format within the
respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. Russian Studies (Delete East Europea

Minor program revision (3-5 hours). Please specify below:
Change Field specialization copy to read as follows: Delete sections I-V,
replace by: Field Specialization—21 additional semester hours to be
selected upon consultation with a professor from the committee in charge of the Russian Studies program.

Reasons for Request: (attach statement) Description as it stands is too cumbersome for a small
program and faculty need flexibility.

Effective Date of Proposed Change: Fall, 1991

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes No
If yes, have you resolved these issues with department involved? (attach statement)

Signature: ____________________________
Department Chair

Approvals:
Dean of Library Services
CIRT
College Curricula Committee (If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Academic Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 11/21/90
Date: 12/7/90
Date: 01/14/91
Date: 1/18/91
Date: 1/26/91

The University of
Revised 8-83
Curricula Committee, et al.

Natasha Kolchevska, Chair, Russian Studies

Minor revision of Major Study Requirement for Russian Studies

The current Field Specialization Requirement description is too cumbersome for a small program such as ours to maintain. It is the decision of the committee in charge of Russian Studies that it would be better to allow students to select their remaining 21 hours (beyond the core of 35 hours, which remains unchanged) upon close consultation with faculty members. As it currently stands, I as the undergraduate advisor, am repeatedly forced to allow students to make substitutions because courses for the specializations are not offered on a sufficiently regular basis, because of the small size of the program and the number of faculty involved in it.

Also, we ask for the name change to Russian Studies (deleting East European) because of the new political realities in Europe, as a result of which the distinctions between East and West Europe will soon cease to have any significance. We will, however, allow students for the time being to count courses on Eastern Europe towards their major.

For further information please call me MWF at 277-7363.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: November 11, 1990

Howard L. Smith
(Name of Individual Initiating Curricular Change Form)

Associate Dean
(Department, Division, Program)

Anderson School of Management

This form is for Management Master's Program

This program is or would be located in current catalog page 159

I. Major Change—Mark appropriate category

Degree
New [ ]

Revision of existing degree [ ]

Deletion [ ]

Major
New [ ]

Revision of existing major [ ]

Deletion [ ]

Minor
New [ ]

Revision of existing minor [ ]

Deletion [ ]

Concentration
New [ ]

Revision of [ ]

Deletion [ ]

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change—

Minor name change of existing degree, major, minor, or concentration.

Executive Master of Business Administration Program and Executive Master of Business Administration degree

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Spring 1991

(Effective for the next graduating class in July 1991)

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes [ ] No [X]

If yes, have you resolved these issues with department involved? (attach statement)

Signature: ________________________________

Department Chair

Approvals:

Dean of Library Services

Date: 11/21/90

CIRT

Date: 11/22/90

College Curricula Committee

Date: 11/22/90

(If necessary)

College of School Faculty

Date: 11/22/90

(and/or)

College of School Dean

Date: 11/22/90

FS Undergraduate Ac. Affairs

Date: 11/22/90

FS Graduate Committee

Date: 11/22/90

Office of Graduate Studies

Date: 11/22/90

FS Curricula Committee

Date: 11/22/90

Assoc. VP of Academic Affairs

Date: 11/22/90

Faculty Senate

Date: 11/22/90

The University of New Mexico
(Revised 12/90)
The Robert O. Anderson Graduate School of Management currently offers the Management Master's Program (M.M.P.)—a 45-hour curriculum of specified courses requiring two years to complete. This program also offers an option for an M.B.A. (Master of Business Administration) degree for the practicing manager (i.e., 15 credit hours beyond the M.M.P. degree).

The M.M.P. program brings working executives to the School for sessions during Friday and Saturday of every other week during the academic year. During the summer session the program meets weekly. Through this scheduling, busy executives can continue their business commitments while they strengthen their academic training.

The faculty members of the GSM are requesting that the Management Master's Program and Master of Management degree be renamed as (respectively) the Executive Master of Business Administration Program and the Executive Master of Business Administration degree. The rationale for this change is to achieve equivalence with executive M.B.A. degrees (and programs) offered by accredited business schools nationwide and to better convey the nature of the curriculum (i.e., there is widespread recognition of what an executive M.B.A. degree means in academic content and scope; there is limited recognition of what an M.M.P. degree means in terms of academic requirements).

This change will become effective for the next graduating class in July 1991. The degree designation will be retroactive to 1985 for any graduate wishing to change his/her formal designation. In 1985 the MMP program was changed from 42 hours to 45 to meet AACSB (American Assembly of Collegiate Schools of Business—the accrediting body) standards.

Budgetary and Faculty Load Implications

None.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: September 10, 1990
Unit: Ibero-American Studies

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Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

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<tr>
<td>Name change of degree/unit to: Latin American Studies</td>
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<tr>
<td>Minor program revision (3-5 hours)</td>
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</table>

Reasons for Request (attach extra sheets if necessary)
(see attachment)

Effective Date of Proposed Change: Spring, 1991 (or immediately upon final approval)

Budgetary and Faculty Load Implications: (attach statements)
Might this change impinge in any significant way on student or departmental programs? Yes __ No XX
If yes, have you resolved these issues with department involved? (attach statement)

Signature: Department Chair Garland D. Bills
Date: 9/10/90

Approvals:
Dean of Library Services
Date: 9/24/90

College Curricula Committee (if necessary)
Date: 11/5/90

College or School Faculty
Date: 11/5/90

College or School Dean
Date: 11/7/90

FS Undergraduate Academic Affairs
and/or FS Graduate Committee
Date: 11/22/91

Office of Graduate Studies
Date: 2/5/91

FS Curricula Committee
Date: 2/20/91

Provost
Date:  

Faculty Senate
Date:  

Unit prepares in triplicate
Routing (All three copies)
Proposed Changes in the Ph.D. Program in Ibero-American Studies

The Ph.D. in Ibero-American Studies recently underwent a comprehensive restructuring that received final approval in February, 1989 (a copy of the program description is attached). Two corrections to that restructuring are requested here. Both are relatively minor and amount to oversights in the original restructuring. These two changes have been approved by the Interdisciplinary Committee on Latin American Studies (ICLAB), the Arts and Sciences committee charged with control of this program as well as the B.A. and M.A. in Latin American Studies.

1. Change program name to: Latin American Studies.

The traditional name, Ibero-American Studies, was carried over to the restructured program, though it is clear from the restructuring's description and rationale that the new program is intended to be limited to Latin America. Designers of the restructuring felt that the name "Ibero-American" could be considered synonymous with "Latin American." Experience has shown this assumption to be false. Most people, especially prospective students, find the term "Ibero-American" either confusing or meaningless. Changing the program name to Latin American Studies will more accurately and clearly identify the program. It will also align this Ph.D. program with the B.A. and M.A. programs, both of which are titled Latin American Studies.

2. Add new major field: Latin American Art History.

The Ph.D. in Ibero-American Studies permits a major field in seven Latin American areas (Anthropology, History, Linguistics, Political Science, Portuguese Literature, Sociology, and Spanish Literature). An eighth option, Art History, was included in the original planning for the restructured Ibero-American Studies program but was eliminated somewhere in the process. None of the participants can explain how or why this happened, and all agree that it should have been included. The absence of an Art History major appears to have been a simple oversight.

Art History has good faculty expertise in Latin American (particularly professors Flora Clancy and Mary Grizzard) and provides a broad range of Latin American coursework (33 identifiable graduate credit hours). The course potential is more than adequate for a major field in the Ibero-American Studies doctoral program: a minimum of 24 graduate credit hours, which may include disciplinary theory, methodology, and breadth courses beyond the Latin American focus. The recommendation for this Art History major has been unanimously approved by the faculty of the Department of Art History.

We have had several inquiries about the possibility of an Art History emphasis, and one current student minoring in Art History intends to change major areas as soon as the option is approved.

This change, which is based entirely on existing faculty and course offerings, has no budgetary ramifications. The only modestly significant faculty load implication is the occasional direction of a dissertation.
### Form C
#### Major and Minor Curricular Changes

**Date:** January 2, 1991

David Kauffman

(Title, position)

Engineering

(CIP Code)

This form is for **AAS in Computer Programming**

<table>
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<td>Concentration</td>
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<td>Revision of existing concentration</td>
<td>Deletion</td>
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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

### II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. ________________

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

**Name of Program**

**New Name of Program**

**Reasons for Request:** (attach statement)  
See Attached

**Effective Date of Proposed Change:**  
Fall ___ 1991

**Semester**

**Year**

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs?  
Yes ___ No ___

If yes, have you resolved these issues with department involved?  
(attach statement)

**Signature:** ____________________________

Department Chair

**Approvals:**

- Dean of Library Services  
- CIRT  
- College Curricula Committee  
- (If necessary)  
- College of School Faculty  
- College or School Dean  
- FS Undergraduate Ac. Affairs  
- FS Graduate Committee  
- Office of Graduate Studies  
- FS Curricula Committee  
- Assoc. VP of Academic Affairs  
- Faculty Senate

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________

**Date:** ____________________________
January 2, 1991

ASSOCIATE OF APPLIED SCIENCE
IN COMPUTER PROGRAMMING

This program was initiated in 1983 in General College, in cooperation with the College of Engineering, to prepare students to become computer programmers. It provides a background in computer methodology, languages and related skills sufficient for graduates to work as junior programmers. The program includes three tracks: the Computer Science Option, which is basically the first two years of a B.S. degree in Computer Science; the Scientific Programming Option, which emphasizes mathematical and scientific programming; and the Business Programming Option, which emphasizes business applications.

The program moved to University College with the demise of the General College in 1987. In the fall of 1989, the College of Engineering, at the request of University College, assumed responsibility for advising students in the program and for maintaining their records since the principal faculty member involved with the program moved from University College to the College of Engineering.

The Albuquerque Technical-Vocational Institute, with UNM's encouragement, is initiating a similar associate degree program. The program is planned to start with formal admission of students in Fall 1991. Most courses are already in place. T-VI has had certificate-level programs in computer programming and operations for many years, and many of the students in UNM's AASCP program have taken some of their courses at T-VI.

With UNM emphasizing upper-level and graduate programs and with T-VI taking a lead role in Associate Degree programs, now is an appropriate time to phase out this Associate Degree program at UNM.

No new students would be accepted into UNM's AASCP program after May 10, 1991. Students already enrolled in the program at UNM who maintain continuous enrollment (i.e., at least one course each semester, not including summers) would be permitted to complete their course of studies at UNM, provided they do so within five years (by May 1996). The College of Engineering agrees to administer this program and to advise the students in it for this period of time.

Concurrent with deleting the program, two Forms A are being processed to delete the only two courses (CP 101T and CP 150T) which are unique to this program. CP 101 was last offered in Spring 1989. CP 150 was last taught in Spring 1987. All other courses required for the program are also required for other programs; so there will be no significant budgetary, faculty or library impacts.

This request to delete the AASCP program is endorsed by both the College of Engineering and by University College.
REQUESTED ACTION: Approve the Ph.D. Concentration in Counseling Psychology

BACKGROUND INFORMATION: The concentration has been approved by appropriate committees and units.
# MAJOR AND MINOR CURRICULAR CHANGES

**Unit:** Counseling & Family Studies  
(Dpt., Div., Prog.)

## Major Change

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Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

**Ph.D. Concentration in Counseling Psychology**  
(Within Ph.D. in Education)

## Minor Change

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours)

### Reasons for Request (attach extra sheets if necessary)

See attached document, "Proposal for a Doctoral Concentration in Counseling Psychology"

**Effective Date of Proposed Change:**  
Fall, 1990

Budgetary and Faculty Load Implications: (attach statements)

Might this change impinge in any significant way on student or departmental programs?  
Yes ______ No __ XX

If yes, have you resolved these issues with department involved? (attach statement)

Signature:  
Department Chair

**Approvals:**

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Proposal for a Doctoral Concentration

In Counseling Psychology

University of New Mexico

Department of Counseling and Family Studies
Introduction
Program Philosophy
Program Components
Admissions Procedures
List of Graduates
Course Requirements
Inquiry Skills
Procedures for Mid-Point Review
Sequence of Courses
Faculty

Contents
History

A program in Counseling Psychology has been offered at the University since the early 1960's, originally as an option within the Ph.D. concentration in Pupil Personnel Services and more recently within the concentration in Counseling. In 1978 a specific set of courses and internship experiences was defined for the Counseling Psychology option. Since that time the identity of counseling psychology on this campus has continued to develop.

The doctoral program in Counseling Psychology was provisionally approved by the American Psychological Association (APA) in 1982 for a three year period. At the time of the 1985 reaccreditation site visit, a recommendation was made for non-continuance. However, the Accreditation Committee instead offered a one-year extension of the provisional approval. A site visit team the following year recommended continued provisional accreditation. Again the Accreditation Committee overturned the recommendation, this time to deny continued provisional accreditation. The University appealed this decision in May of 1987 in Washington, D.C. The appeal was denied and accreditation was withdrawn effective with the hearing date.

Subsequent to the loss of accreditation for the Counseling Psychology program, two new faculty members were hired and a new training model, based on a scientist/practitioner model, was developed in the fall semester of 1987. Four classes of students (fall 1987, 1988, 1989, & 1990) have now been admitted to this new model.

1989 Recommendations

During September, 1989 an outside consultant whose name was suggested by the Accreditation Office of APA, Dr. James Hurst, visited the campus to review the new program and interview students and faculty. Among his extensive recommendations was the strong suggestion that the program needs to be more clearly labeled. Dr. Hurst recommended that we develop a specific doctoral concentration and a course prefix for the Counseling Psychology program in order to make it more easily recognized by students, faculty and the community. Following Dr. Hurst's visit, the program was again revised to set up a distinct concentration. The present document reflects these changes.

Counseling Psychology vs. Clinical Psychology

We have frequently been asked to distinguish counseling psychology from clinical psychology. The history and philosophy of counseling psychology as a profession has emphasized the growth and development psychology as a profession has emphasized the growth and development of normal individuals encountering difficulties with environmental or personal stressors. The emphasis here is on normal development and
normal difficulties. The focus of the Counseling Psychology program at UNM is on enhancing the functioning of relatively normal individuals through psychoeducational and preventive means. The mission of the program is to train doctoral level psychologists in these areas based upon a thorough understanding of psychological foundations, the conduct of research, an appreciation of multicultural factors, and an understanding of the influence of the family.

In contrast, clinical psychology evolved largely in medical settings and involved the assessment and treatment of moderately to severely disturbed individuals. The Clinical Psychology program at the University emphasizes the premise that "psychology, in all of its areas, is fundamentally an experimental discipline." Its mission is to produce doctoral level psychologists who are primarily oriented toward research and academic work with a strong background in psychological foundations and clinical training. Thus three major differences between counseling psychology and clinical psychology emerge.

1. Counseling psychology is more preventive in focus.
2. Counseling psychology works more with "normal" problems in living. (e.g. job selection and adjustment, divorce, child rearing concerns, sexual dysfunction, bereavement, etc.)
3. Counseling psychology tends to be practiced more in educational as contrasted with medical settings.

Counseling Psychology vs. Counselor Education

The identity of the field of counselor education is within education as distinct from psychology. Its focus has been on educational settings and in work with normal populations. The mission of the Counselor Education program is to prepare doctoral level counselors who will be involved in training master's level counselors in collegiate programs who will go out to work in school counseling, rehabilitation counseling, mental health counseling, etc. and in supervising master's level counselors.

The current proposal is a continuation of the articulation of the unique focus and mission of the Counseling Psychology program. What is proposed is a new concentration, entitled Counseling Psychology, and a new course prefix CPSY to be applied to several existing COUNS courses.
The proposed doctoral program in Counseling Psychology at the University of New Mexico is based on a scientist-practitioner model. The goal of the program is to produce professional psychologists who will be prepared to carry out both the research and the practitioner roles based on the scientific foundation of psychology. Prior to admission, students must have completed a master's degree in psychology, counseling or a closely related field. It is desirable that applicants have several years of successful counseling experience and have research interests in a field related to the Department's training model. The program normally requires three years of full-time course work and one year of internship beyond the master's degree.

Training Model

The philosophy of the Counseling Psychology program has two interrelated foci: (1) a life span developmental and family context, and (2) a cultural context.

Life Span Developmental and Family Context. Affective, cognitive, physiological, and social processes change systematically across the life span. To understand an individual fully, it is essential to consider each person's developmental context and their role in their family. In order to plan an effective primary preventive program, a meaningful education or research project, or implement intervention or treatment recommendations, the developmental level of the individual or individuals involved must be assessed. The faculty of the Counseling & Family Studies Department have interests and expertise in life span developmental and family issues which are reflected in their teaching, research, and applied areas. Students are strongly encouraged to utilize a developmental model when approaching theoretical, research, or practical problems which involve people.

Cultural Context. Because of the particularly unique nature of the population in New Mexico, the program places heavy emphasis on students' abilities to work across cultural boundaries with clients whose background may be different from their own. Students are encouraged to develop an awareness of their own cultural identity and to examine past ethnic/cultural experiences with other individuals in order to combat stereotypes and expand their appreciation of cultural differences. Out of this self reflection and formal study students develop increased sensitivity to cultural and ethnic issues which permits them to function in helpful ways with clients of diverse backgrounds.
Program Components

Psychological Foundation

In order to function on a professional level as a counseling psychologist it is necessary to have an in-depth knowledge of the scientific basis of psychology. The program emphasizes background study in the following areas: human growth and development; personality development; social psychology; vocational development; physiological processes; psychopathology; learning and memory; and the psychopharmacology of behavior. Students will develop a program of studies to cover a broad range of psychological study. The specific courses to be included will be determined in collaboration with the students' committee on studies but must include the required courses listed below.

Research

Coursework includes attention to measurement theory, statistics, and research design. There are opportunities for independent research with department faculty members. Students are encouraged to consider a wide range of possible research topics including the use of both qualitative and quantitative methodologies. Research work done in the first year may develop into the student's dissertation study. It is recommended that the student develop and present a dissertation proposal during the third year. This will permit the student to have the dissertation proposal approved and data collection under way by the time of the internship. In some instances students may be able to arrange to continue data collection and analysis during the internship year.

All students are required to participate on a research team for two semesters preferably during the first year. A list of the research teams that are currently functioning is maintained in the Department office. Information about the student's performance on the research team is included with the other data considered by the faculty at the mid-point review.

Intervention

The primary thrust of the training model for a practitioner perspective is the balanced integration of education, prevention, consultation, and remediation skills. These comprehensive skills are based on a foundation of psychological theory as applied to the study, analysis, and interpretation of human behavior. Advanced as well as basic courses in individual and group psychotherapeutics provide the foundation for effective intervention.

Prevention is defined as the act of preventing or hindering and intervention is defined as coming between by way of hindrance or modification. It is obvious that both are integral parts of any attempt to provide a functional and operational model of counseling psychology.
Considering the importance of life span developmental influences of the family within the multicultural environment of New Mexico, an integrated focus on both intervention and prevention is critical. The family is the primary or basic socializing group influence on the individual. An understanding of the family unit and all its vicissitudes is essential in those professional activities aimed at enhancing personal development.

Many of the problems found in normal development can be traced to self-perpetuating cycles in the family. The prevention of these problems in children and youth thus requires intervention with the adults who are significant in the individual's developmental learning process. Research suggests that prevention requires helping parents or other adults to learn about the healthy development of children, youth and interpersonal relationships. This intervention with the child's family is an initial step in the interruption of a maladaptive cycle as well as a first step in a primary prevention program for high risk infants, children, and youth.

Admissions Process

Because of the quality of doctoral applicants, competition is high and many well-qualified applicants cannot be accepted. The following criteria are used by the faculty in the initial applicant screening process: (1) Scholarship, (2) Work Experience, (3) Academic Background, (4) Letters of Reference, (5) Personal Statement, (6) Cultural Pluralism, and (7) Writing Ability. Because selection is based on multiple criteria, a low rating in one area can be overcome by high ratings in other areas. There are no specific minimum cutoff scores either on GPA or on test scores.

In recent years the admitted students ranged in age from 29 to 47 years with an average close to 35. Approximately half of the group is male and half female. The minority student percentage is about 20. Retention rates from the first year to the second average over 95 percent. Scores on the GRE for the most recently admitted group average 580 V and 520 Q. The MAT average was 59.
<table>
<thead>
<tr>
<th>Student/Year of Entry</th>
<th>Title of Dissertation</th>
<th>Dissertation Advisor</th>
<th>Initial Job Placement</th>
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<td>1988-89 Graduates</td>
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<tr>
<td>82-1</td>
<td>The Psychological Impact of Group Counseling on the Self-Esteem and Locus of Control of Santa Fe Indian High School Students</td>
<td>Rinaldi</td>
<td>Trauma Unit Healthsouth Rehab Center, Albuquerque</td>
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<td>Dysphoric Affect, Dependency and Self-Criticism in Homosexual Men with HIV Condition</td>
<td>Maes</td>
<td>Elementary School Counselor</td>
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<td>83-4</td>
<td>The Psychological Effectiveness of a Paraprofessional Training Program on Self-Concept and Locus of Control: A Study of the Student Living Advisors of the Santa Fe Indian School</td>
<td>Rinaldi</td>
<td>Counselor, University College-UNM</td>
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<td>80-4</td>
<td>The Tools of Recovery in Alcoholics Anonymous and their Relationship to Inpatient Treatment, Length of Sobriety and Sex</td>
<td>Anderson</td>
<td>Part time teaching in sociology</td>
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<td>84-4</td>
<td>The Effects of Cognitive and Semantic Relaxation Training in the Arousal Patterns of Cardiac Catheterization Patients</td>
<td>Dahmen</td>
<td>Psychologist, Alcohol Trat Program UNM Medical School</td>
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<td>84-6</td>
<td>A Comparison of Personality Characteristics between Anglo and Hispanic Suicide Attempters</td>
<td>Dahmen</td>
<td>Counselor Medical School</td>
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1987-88 Graduates

<p>| 84-7                  | A Comparison of Therapist and Client Value Stability During Psychotherapy | Long                 | Psychologist, UNM Student Mental Health Center |</p>
<table>
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<tr>
<th>Student/Year of Entry</th>
<th>Title of Dissertation</th>
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<tr>
<td>82-7</td>
<td>A Model for Counseling Supervision</td>
<td>Heisey</td>
<td>Psychologist, Univ. Texas Couns Center</td>
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<td>1986-87 Graduates</td>
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<td>82-2</td>
<td>Hopelessness, Social Isolation and Coping Ability as Factors in Adolescent Suicide Attempts</td>
<td>Morgan</td>
<td>Staff Psychologist, State Training School</td>
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<td>81-5</td>
<td>Effect of Relaxation-Imagery on Breast Milk Production by Mothers of Infants in a Neonatal Intensive Care Unit</td>
<td>Maes</td>
<td>Private Practice</td>
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<td>80-5</td>
<td>The Effects of Perceived Parental Acceptance-Rejection on Personality Development in Pueblo Indians</td>
<td>Fishburn</td>
<td>Psychologist, Santa Fe Indian Serv Hospital</td>
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<td>82-5</td>
<td>A Comparison of Personality Variable in Incestuous Fathers and Non-Incestuous Fathers</td>
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<td>Court Clinic Albuquerque, N</td>
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<td>1985-86 Graduates</td>
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<td>The Effects of Parental Divorce on the Peer Relationships of Fourth and Fifth Graders: A Socio-metric Study</td>
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<td>Psychologist, Heights Psychiatric Hospital</td>
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<td>79-3</td>
<td>Stress and Illness Behavior in Physicians and Lawyers</td>
<td>Maes</td>
<td>Psychologist, Key West, Fla Mental Health</td>
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<td>81-3</td>
<td>The Relationship Between Unwanted Sexual Experiences, Post Traumatic Stress Disorder, and Premenstrual Tension Symptomatology</td>
<td>Morgan</td>
<td>Psychologist, Lovelace Medical Center</td>
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<tr>
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<td>81-6</td>
<td>An Investigation of the Relationship Between Congruence of Actual Self and Ideal Self and Burnout Ratings in Nurse Subjects</td>
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<td>79-3</td>
<td>Impression Management and Value Change in Counseling</td>
<td>Morgan</td>
<td>Psychologist, Los Lunas State School</td>
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<td>81-7</td>
<td>Remembered Family Violence, Attributional Style, Acculturation and Violent Behavior in Navajo Youth</td>
<td>Anderson</td>
<td>Consultant, Window Rock, A &amp; Gallup, NM Public Schools</td>
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<td>The Relationship Between Self-Monitoring of Expressive Behavior and Depression in an Inpatient Alcohol Population</td>
<td>Morgan</td>
<td>Staff Psychologist, Tacoma, WA Mental Health Center</td>
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<td>81-7</td>
<td>The Mother-Daughter Relationship and the Adolescent Refinement of Separation-Individuation</td>
<td>Dahmen</td>
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<td>Psychologist, Pioneer House, UNM Dept of Psychiatry</td>
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<td>Anorexia Nervosa: A Psychological Birth Anomaly</td>
<td>Fishburn</td>
<td>Self employed; Consultant to Belen Schools</td>
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<td>75-3</td>
<td>Status Offenders: Effects of Short-term Psychotherapy in a Residential Treatment Facility</td>
<td>Micali</td>
<td>Director, Community Mental Health Center, Portales, NM</td>
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Course Requirements

Appropriate coursework completed as a part of the master's degree may be applied to the total doctoral program with the approval of the student's Committee on Studies within the guidelines of the Office of Graduate Studies and the College of Education. In addition to the course requirements listed below the student must complete a dissertation for which 18 hours of credit are given. At least 24 semester hours beyond the master's level must be completed at UNM subsequent to admission. The following courses, or their equivalent are required of all Counseling Psychology students.

Two Philosophical Foci

1. Development and Family Context (12 hours)
   - FS 503 Sem in Human Growth & Development
   - FS 593 Family Systems Theory
   - COUNS 560 Family Counseling
   - COUNS 581 Sexuality in Counseling

2. Cultural Context (9 hours)
   - COUNS 593 Multicult Issues in Work w ith Fam & Child
   - PSYCH 573 Sem on Cross Cultural Research
   - One of the following:
     - ANTH 537 Sem: Southwestern Ethnology
     - SOC 520 Racial and Ethnic Relations
     - COMM 523 Intercultural Communication

Additional Requirements

1. Theoretical Foundations
   - COUNS 530 Dynamics of Human Behavior
   - PSYCH 532 Sem in Psychopathology
   - PSYCH 571 Sem in Social Psychology
   - PSYCH 547 Psychopharmacology: Therapeutic Drugs
   - One of the following:
     - PSYCH 563 Sem in Human Memory
     - PSYCH 568 Cognitive Processes

2. Research & Statistics
   - FS 570 Family Studies Research
   - EDFND 501 Fundamental Statistics
   - EDFND 504 Mainframe Computer Software
   - EDFND 603 Statistical Design & Analysis
   - EDFND 604 Multiple Regression
   - One of the following:
     - OR 605 Qualitative Research
     - COUNS 670 Research in Counseling Psychology
3. Intervention Techniques

COUNS 520 Foundations of Counseling
COUNS 621 Adv Theories of Counseling & Psychotherapy
COUNS 622 Adv Group Counseling & Psychotherapy

4. Assessment

COUNS 515 Using Tests in Counseling
COUNS 512 Assessment of Intelligence
COUNS 613 Personality Assessment

5. Practica & Internship

COUNS 590 Practicum (Manzanita Center)
COUNS 595 Field Practicum
COUNS 630 Advanced Practicum
COUNS 696 Internship (APA approved desired)

6. Specialty Courses

COUNS 593 Career Counseling
COUNS 610 Professional Issues & Ethics
COUNS 650 History & Sys of Counseling Psychology

It is expected that the internship will be completed in either an APA approved site or a site listed in the book published by the Association of Psychological Internship Centers (APIC) and must be one year in length.

Inquiry Skills

The Inquiry Skills requirement is defined as the following courses in statistics and computer skills.

EDPND 501 Fundamental Statistics
EDPND 504 Mainframe Computer Software
EDPND 603 Statistical Design & Analysis
EDPND 604 Multiple Regression Techniques
or 605 Qualitative Research in Education
Procedures for Mid-Point Review

All doctoral students are required to submit information for a Mid-Point Review of their progress in the doctoral program. This review is usually scheduled at the beginning of the second year after the student has completed 18-24 hours of post admission coursework. Each student being considered for mid-point review will be asked to assemble the following data. Forms are available in the Counseling and Family Studies Office.

1. A completed Application for Doctoral Candidacy.
2. A list of all courses which are offered for transfer from another university or from a UNM master's program.
3. A list of all courses completed at UNM since doctoral admission together with the professor's name and the grades earned.
4. A list of all courses proposed to be taken in future enrollments as a part of the doctoral program.
5. A list of the courses to be included in the program minor.
6. The names of the student's Program of Studies Chairperson and other Committee members.
7. Plans for meeting the residency requirement.
8. Plans for meeting the inquiry skills requirement.
9. The student's plans with respect to location and a time schedule for completing the internship requirement.
10. The student's participation in a research team.

Also reviewed at this time will be the following data collected as a part of the original admission process:

1. A graduate writing sample.
2. A statement of intent relative to doctoral study and the student's professional aspirations.
3. At least three written letters of reference.

Data submitted by students will be circulated to all members of the concentration faculty in advance of the review. At the mid-point review each student will be discussed individually by the concentration faculty in terms of academic work completed, performance in the advanced practicum, agreement of program plans with concentration requirements, ability to conduct a successful dissertation, and other professional concerns as appropriate to each student's proposed plans.
Sequence of Courses

The following courses are ordinarily completed in master's degree work. They are a basic part of the doctoral program and should be completed prior to enrollment in the first year courses. It is necessary to meet with a Counseling Psychology advisor prior to registration.

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<td>COUNS 520</td>
<td>Foundations of Couns</td>
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<td>COUNS 530</td>
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**First Year**

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<td>COUNS 610 Profess Iss &amp; Ethics</td>
<td>COUNS 622 Adv Group Counseling</td>
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<td>COUNS 621 Adv Theories of Couns</td>
<td>COUNS 593 Career Counseling</td>
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<tr>
<td></td>
<td>FS 503 Sea in Human Growth</td>
<td>FS 570 Family Studies Resch</td>
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<td></td>
<td>EDFND 504 Mainframe Comput Softw</td>
<td>EDFND 603 Stat Design &amp; Anal</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>CPSY 581 Sexuality in Couns</td>
<td>CPSY 512 Assessment of Intell</td>
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<tr>
<td></td>
<td>CPSY 670 Research in Couns Psy</td>
<td>COUNS 593 Multicultural Issues</td>
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<tr>
<td></td>
<td>PSYCH 532 Sea in Psychopathology</td>
<td>PSYCH 573 Sea Cross Cult Res</td>
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<tr>
<td></td>
<td>COUNS 630 Advanced Practicum</td>
<td>COUNS 650 Family Counseling</td>
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<tr>
<td></td>
<td>or</td>
<td>12 hrs</td>
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<tr>
<td></td>
<td>COUNS 560 Family Counseling</td>
<td>COUNS 630 Advanced Practicum</td>
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<td></td>
<td>12 hrs</td>
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**Third Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>CPSY 613 Personality Assessment</th>
<th>CPSY 650 History of Couns Psy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSYCH 571 Sea in Social Psych</td>
<td>PSYCH 593 Family Systems Theory</td>
</tr>
<tr>
<td></td>
<td>EDFND 604 Multiple Regression</td>
<td>PSYCH course in cognition/memory</td>
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<tr>
<td></td>
<td>PSYCH 440 Adv Physical Psych</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Elective in Cultural Focus)</td>
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<tr>
<td></td>
<td></td>
<td>12 hrs</td>
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</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>COUNS 696 Internship</th>
<th>COUNS 699 Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 hrs</td>
<td>18 hrs</td>
</tr>
</tbody>
</table>

12
Anderson, Darrell B., Professor & Director of Training  
Ph.D. University of Nebraska, 1958  
Psychological testing, locus of control, use of computers in counseling, self-hypnosis, test construction  
Licensed Psychologist NM, National Register Health Service Providers in Psychology

Fishburn, William R., Professor  
Ed.D. University of Arizona, 1967  
Psychodynamic theory, individual and group psychotherapy, sex therapy, professional issues and ethics, history & systems.  
Licensed Psychologist NM, National Register Health Service Providers in Psychology, AASECT Certified Sex Educator and Sex Therapist. Diplomate, American Board of Sexology. Fellow, American Group Psychotherapy Association.

Maes, Wayne R., Professor & Department Chairperson  
Ph.D. Michigan State University, 1964  
Locus of control, power and influence, cognitive processes, cognitive therapy  
Licensed Psychologist, NM

Shipman, Virginia, Professor  
Ph.D. University of Pittsburgh, 1960  
Research methods, psychological measurement, urban & minority education, cognitive styles, self-esteem and achievement motivation in pre-school children.  
Fellow, APA Divisions 5, 7, 9, 15, and 16.

Steir, Mary B., Assistant Professor  
Ph.D. Yeshiva University, 1982  
Mother-infant attachment, adoption, professional issues and ethics, child and adolescent psychotherapy, psychodynamic theory  
Licensed Psychologist, NM, National Register Health Service Providers in Psychology. Licensed Psychologist, NY

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>UNM</td>
<td>891,919.5</td>
<td>899,247.4</td>
<td>886,236.6</td>
<td>899,257.0</td>
<td>3.9%</td>
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<tr>
<td>NMSU</td>
<td>94,598.2</td>
<td>61,602.0</td>
<td>60,390.5</td>
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<tr>
<td>NWU</td>
<td>10,669.0</td>
<td>11,233.3</td>
<td>10,913.4</td>
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<td>1.5%</td>
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<tr>
<td>WNMU</td>
<td>7,516.4</td>
<td>7,565.2</td>
<td>7,564.8</td>
<td>7,500.8</td>
<td>0.6%</td>
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<tr>
<td>ENMU</td>
<td>15,297.7</td>
<td>15,831.8</td>
<td>15,401.3</td>
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<tr>
<td>UNMCR</td>
<td>11,514.9</td>
<td>12,725.8</td>
<td>12,104.5</td>
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<td>Total</td>
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<td>$2,083,851.1</td>
<td>$2,026,780.5</td>
<td>$2,010,092.2</td>
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<tr>
<td>TC-YEAR I &amp; 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alamogordo</td>
<td>82,816.2</td>
<td>82,341.9</td>
<td>82,090.5</td>
<td>82,455.1</td>
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<td>Carlsbad</td>
<td>1,742.7</td>
<td>1,827.9</td>
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<td>3,007.9</td>
<td>3,064.8</td>
<td>3,171.2</td>
<td>0.9%</td>
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<tr>
<td>Las Cruces</td>
<td>1,086.8</td>
<td>1,035.4</td>
<td>1,024.3</td>
<td>1,016.4</td>
<td>0.4%</td>
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<tr>
<td>Valencia</td>
<td>1,663.2</td>
<td>1,686.6</td>
<td>1,593.8</td>
<td>1,600.0</td>
<td>1.1%</td>
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<td>Woodward</td>
<td>4,202.0</td>
<td>4,569.4</td>
<td>4,399.1</td>
<td>4,263.0</td>
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<tr>
<td>YNCS</td>
<td>4,202.7</td>
<td>4,554.6</td>
<td>4,433.2</td>
<td>3,969.9</td>
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<tr>
<td>Clovis</td>
<td>4,192.3</td>
<td>4,099.8</td>
<td>4,175.6</td>
<td>4,139.4</td>
<td>1.1%</td>
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<td>Santa Fe</td>
<td>3,708.6</td>
<td>4,091.5</td>
<td>3,513.3</td>
<td>3,512.3</td>
<td>-0.3%</td>
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<tr>
<td>Alloquenque U-V</td>
<td>14,923.9</td>
<td>15,765.9</td>
<td>15,371.1</td>
<td>15,504.4</td>
<td>1.8%</td>
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<tr>
<td>Luna U</td>
<td>4,322.8</td>
<td>4,661.4</td>
<td>4,585.8</td>
<td>4,431.0</td>
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<tr>
<td>Tucumcari 1415</td>
<td>1,327.3</td>
<td>1,521.4</td>
<td>1,424.6</td>
<td>1,448.5</td>
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<tr>
<td>NM Junior College</td>
<td>1,450.1</td>
<td>1,552.4</td>
<td>1,594.6</td>
<td>1,513.5</td>
<td>2.1%</td>
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<tr>
<td>San Juan College</td>
<td>1,171.1</td>
<td>1,573.3</td>
<td>2,070.0</td>
<td>2,061.0</td>
<td>5.1%</td>
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<tr>
<td>Total</td>
<td>$532,175.3</td>
<td>$614,663.8</td>
<td>$608,950.8</td>
<td>$527,098.5</td>
<td>7.8%</td>
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<tr>
<td>MEDICAL SCHOOL I &amp; 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNMC</td>
<td>824,272.3</td>
<td>828,196.2</td>
<td>825,441.2</td>
<td>823,232.6</td>
<td>3.1%</td>
</tr>
<tr>
<td>NM SCHOOL FOR THE DEAF</td>
<td>80.0</td>
<td>832.90</td>
<td>80.0</td>
<td>80.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>ON-CAMPUS GRADUATE INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNM</td>
<td>816.13</td>
<td>820.2</td>
<td>569.2</td>
<td>567.9*</td>
<td>0.4%</td>
</tr>
<tr>
<td>NMSU</td>
<td>148.6</td>
<td>170.3</td>
<td>149.6</td>
<td>148.2</td>
<td>0.1%</td>
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<tr>
<td>NWU</td>
<td>99.7</td>
<td>71.4</td>
<td>97.7</td>
<td>99.2</td>
<td>0.3%</td>
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<tr>
<td>WNMU</td>
<td>44.8</td>
<td>13.0</td>
<td>44.8</td>
<td>44.4</td>
<td>0.1%</td>
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<tr>
<td>ENMU</td>
<td>109.5</td>
<td>131.4</td>
<td>109.5</td>
<td>108.6</td>
<td>0.9%</td>
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<tr>
<td>Total</td>
<td>$932.7</td>
<td>$969.3</td>
<td>$84.4</td>
<td>$828.3*</td>
<td>0.4%</td>
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### EDUCATIONAL TELEVISION

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<tr>
<th>Category</th>
<th>1990-91</th>
<th>1990-91 (w/o Comp.)</th>
<th>1991-92</th>
<th>1991-92 (w/o Comp.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
</tbody>
</table>

### ATHLETICS

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<thead>
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<th>Category</th>
<th>1990-91</th>
<th>1990-91 (w/o Comp.)</th>
<th>1991-92</th>
<th>1991-92 (w/o Comp.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
</tbody>
</table>

### RESEARCH & PUBLIC SERVICE PROJECTS

<table>
<thead>
<tr>
<th>Category</th>
<th>1990-91</th>
<th>1990-91 (w/o Comp.)</th>
<th>1991-92</th>
<th>1991-92 (w/o Comp.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
</tbody>
</table>

### PUBLIC FUND APPROPRIATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>1990-91</th>
<th>1990-91 (w/o Comp.)</th>
<th>1991-92</th>
<th>1991-92 (w/o Comp.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
</tr>
<tr>
<td>3117 6.062</td>
<td>253.8</td>
<td>0.8</td>
<td>253.8</td>
<td>0.8</td>
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</tbody>
</table>
### Summary of 1991-92 General Fund Appropriations

#### Final

<table>
<thead>
<tr>
<th>Item</th>
<th>1991-92</th>
<th>1990-91</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>State General Fund</td>
<td>$334,436.7</td>
<td>$363,925.1</td>
<td>-$29,488.4</td>
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</tbody>
</table>

**Note:** The final summary reflects changes from previous fiscal years due to legislative and administrative actions.

#### 1. Reduction in State General Fund Appropriation:

<table>
<thead>
<tr>
<th>Description</th>
<th>1991-92</th>
<th>1990-91</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$195,676.7</td>
<td>$208,185.8</td>
<td>-$12,509.1</td>
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#### 2. Increases in State General Fund Appropriation for Workload Changes:

<table>
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<tr>
<th>Description</th>
<th>1991-92</th>
<th>1990-91</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$1,661.9</td>
<td>$0</td>
<td>$1,661.9</td>
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</table>

#### 3. Inflationary Increases:

<table>
<thead>
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<th>Description</th>
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<th>1990-91</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$5,332.7</td>
<td>$0</td>
<td>$5,332.7</td>
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</table>

#### 4. Formula Revisions:

<table>
<thead>
<tr>
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<th>1991-92</th>
<th>1990-91</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$1,382.700</td>
<td>$1,233,420</td>
<td>$58,280</td>
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</table>

#### 5. Other Funding Adjustments:

<table>
<thead>
<tr>
<th>Description</th>
<th>1991-92</th>
<th>1990-91</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$37,635</td>
<td>$807,235</td>
<td>-$749,600</td>
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</tbody>
</table>

**Total New State General Funds Appropriation:** $3,587,500

---

#### Summary

- **Main Campus I & G State General Fund Appropriation:**
  - **Che Base Adjustment:** $190,490
  - **Che State General Fund:** $334,436.7
  - **Total New State General Funds Appropriation:** $3,587,500

---

**Notes:**
- The figures reflect adjustments and changes based on legislative actions and administrative decisions.
- The decrease in state general fund appropriation is due to a reduction in state general fund from increased offsetting revenues.
- Increases in state general fund appropriation are due to workload changes.
- Inflationary increases are due to general economic factors.
- Formula revisions and other funding adjustments are based on legislative directives and administrative decisions.

---

**Legislative Actions:**
- The legislative budget balancing adjustment (LBB) is a mechanism to balance the state budget. It involves the redistribution of funding from one state program to another.
- The state general fund is a pool of money from which state agencies receive funding for their operations.
- The reduction in state general fund appropriation is due to a decrease in funding from increased offsetting revenues.
LEGISLATIVE ACTION IMPACTING UNM

HB77  Internal Audit Act
HB78  Investment Policies for Endowment Management
HB79  Affiliated Organization Agreement
HB439 Removal of Faculty Members
HB548 University Park Regulation
HB580 Articulation Agreements and Acceptance of Associate Degree
HB715 Refunding of Tuition for Military Service
HB814 Made State Work Study eligibility rules consistent with Federal. Provided more flexibility for NM Scholars awards
HB826 Started as restriction on WIPP matching funds for private gifts. Ended as changing membership of CHE.

SB83  Increased employer contribution from 7.6% to 9.0% effective next year (FY92-93).
- Increased the formula from 2.15% to 2.35%.
- Adjusted the current retiree's annuity upward.
SB315  Gross receipts (5%) assessment on public events tickets and sale of tangible property.
SB342  Optional retirement program for new faculty and professorial employees.
SB560  Group Insurance -- Sets maximum contribution to 90% of the cost of insurance that can be paid by employer.
Members of The Faculty Senate:

The Residence Hall Student Senate is concerned with the recent proposal introduced by the Commission on Higher Education regarding the D-Transfer Policy.

The adoption of this policy at U.N.M. would have more disadvantages than advantages. The benefits to accepting this proposal are few. The first advantage is saving the state of New Mexico money. The state would have to spend less per resident student if this proposal was accepted. The second advantage is that this proposal is already in effect at Eastern New Mexico and New Mexico State Universities.

The disadvantages offered by the Commission's proposal would cause several things. First, the D-Transfer Policy would be unfair to students currently enrolled at U.N.M., because the "D" grade counts towards the GPA, and would not in the case of transferring students. Also, the proposal would give a mixed message to students. A possible example would be that a "D" is acceptable to enter into the university, but not to graduate. It may also cause the individual colleges to increase graduation requirements. Finally, the D-Transfer policy would degrade the quality of education at U.N.M. If this policy was accepted, students would have to do less work for the same degree. The message would be that it is acceptable to set a goal for a "D", and not an "A." The D-Transfer proposal offers nothing positive to the students at U.N.M., and therefore the Resident Hall Student Senate encourages the Faculty Senate to vote no on the policy offered by the Commission on Higher Education.

Sincerely,

Christy Hronich
RHSS President and Senators